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YOUR JOURNAL

The N.C.E.A.

Your JOURNAL was well represented at the Big Boston Meeting, April 8-10. You will find our report to our readers, beginning on page 167.

Educational Problems

Since your JOURNAL is a Catholic educational forum, we know that you welcome such articles as "English for Catholic Leadership." Note our comment concerning it on the editorial page. Have you weighed the *pros* and *cons* of bilingualism? Compare your thoughts on this subject with those of Professor Duffey. Have you conducted or attended a "workshop"? Here, this month, you can share the experiences of two Sisters in their educational workshops.

Timely Topics

We know that you are seeking advice, opinions, and suggestions about all kinds of audio-visual aids. "A Marian Exhibit" gives suggestions for all these and also a bibliography of material about our Lady. Another writer describes how movies work in a rural school and parish. And then, too, you will find the monthly installment of film evaluations.

Read the Advertisements

The topics mentioned above are only samples of the many helps you can find in even one issue of your JOURNAL. And, in addition to articles and practical aids, you will find many valuable suggestions in the advertisements. These bring to you announcements of the latest in textbooks, reference books, school supplies, furnishings, and equipment. Remember to order what you need for September before you leave for your summer activities.

We Have No Agents

Now and again a Sister complains that she has given a subscription to THE CATHOLIC SCHOOL JOURNAL to some itinerant agent, and has not received the magazine. We have no agents soliciting subscriptions. Send your subscriptions directly to the publishers.

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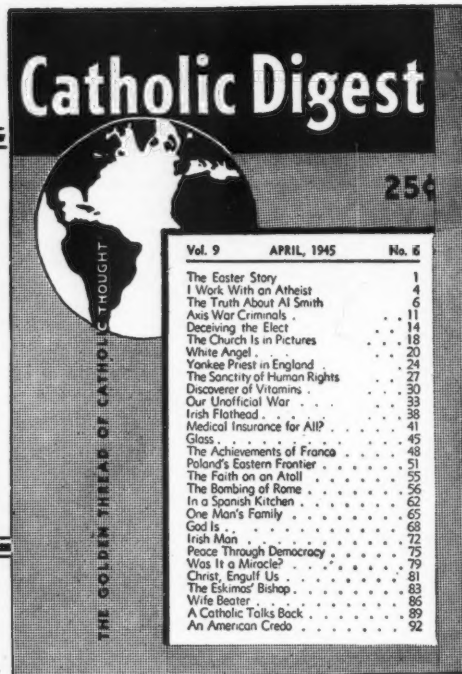
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Information

Inspiration

*"...to make sound
Catholic thought*



*intelligent Catholic
action"*

All teachers in Catholic high schools will find these Guides useful. Each issue contains a Reading Guide of the month pointing to articles of special interest to various teachers. Teachers in English and Speech, the Social Sciences and Religion will find them especially valuable, for there will be extensive projects for them almost every month.

Now is the time to plan to use these Guides next year. They are yours for the asking—no strings attached. Write now to the address given below, saying that come next September and each month thereafter you would like to have these Guides regularly. They will help you to do a better teaching job. They help make sound Catholic thought intelligent Catholic action.

These Guides are prepared at Marquette University by a former high school teacher, Professor Hugo E. Hellman of the Graduate Faculty, in high school classroom procedures.

CATHOLIC DIGEST

41 E. 8th Street

St. Paul 2, Minn.

The CATHOLIC SCHOOL JOURNAL

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English For Catholic Leadership*

Brother George N. Schuster, S.M. **

EACH June thousands of Catholic high school graduates move into the world to penetrate the great un-Christian mass of it with the leaven of the beatitudes. For 12 years they have attended the Catholic school which professes to have taught them to think correctly and act virtuously. They are confirmed Catholics, which means that they have the duty to go into the home, the factory, the parish, and onto the farm, to lead others to the only things worth possessing: heaven and the approaches thereto. For 12 years, 2160 days, they have been trained against this day of the commencement of their apostolate, all of them literate, some of them effectively articulate, all of them supposedly eloquent in the holy communication that speaks louder than words.

But let us be candid: Is not the impact of this group upon the world almost negligible? Like so many chameleons, they do not transform but take on the color of their pagan environment, and its mentality. Hence, as Frank Sheed observes in *Theology and Sanity*, they "have not so much Catholic minds as worldly minds with Catholic patches. Intellectually they wear their Catholicism like a badge on the lapel of the same kind of suit that everyone else is wearing." They leave us, one fifth of the high school graduates in the United States. For all purposes of the lay apostolate, do they not become indistinguishable from the four fifths? Let us face up to the question: Is Catholic education simply a process of multiplying mediocre Christians?

Form the Catholic Mind

The aim of Catholic education is to train leaders, that is, to form Catholic minds. By the Catholic mind I do not mean that of the Sunday-morning Catholic who makes his Easter duty, pays pew rent, and subscribes to the diocesan paper. I mean the mind of the Catholic who lives by the greatest of all realities, the presence of God within him; who views all things from the perspective of who he is, why he is here, and who He is who put him here; who motivates his life by the will of God, his sanctification.

This is the Catholic mind that we propose to form in each student. We may not aspire to anything less. And in this formation is the training of the Catholic leader. I say *in each student*. If to form the Catholic mind is to train the Catholic leader, then training for leadership is not a by-product of our system for the benefit of those with seven talents, but a basic aim of our Catholic philosophy of education and a discipline for all.

If we are not training the Catholic mind, the fault lies not in our philosophy but in ourselves. We are failing to apply this philosophy by explicit directives for each subject in the curriculum. Or the subjects in the curriculum are inept as mediums to contribute to the total objective of our education: the formation of the Catholic mind.

How must the course in English serve in the development of the Catholic mind and therefore the training of the Catholic leader? The tools given the English teacher are a body of literature and a book of rhetoric.

A Bundle of Trifles

The one teacher looks upon the literature text for what it is: means to an end, an instrument to develop a mind.

The other teacher regards it as an end, an indigestible body of profuse subject matter to be stuffed into intractable students in an impossibly short time. In September he sets out vigorously to force feed the students with names of authors, titles, details in literary history, and gumdrops of memory selections. "Two authors a day! Two selections a day!" is their slogan as they run the marathon of memory exercise to the merciful surcease of graduation.

When the student thus taught has finished his study of English literature in the fourth year he finds that the difference between September and June is that now he has a little bag of facts with which to disguise himself as a man of culture. He knows that Burns wrote a poem about a mouse and that Wordsworth wrote Italian sonnets, not English ones. And once in a fortnight he can answer an author-title question on "Information Please!" because he knows who wrote "Come and trip it . . . on the light fantastic. . ."

This is the achievement of a literature course considered as an end. The memory becomes fat with crumbs, the mind lies sterile. The fact that the student also knows who wrote "The Hound of Heaven" and *The New Testament* does not extenuate the teacher's culpability, for the teacher has presented Catholic literature as facts and scraps, not as a portrayal of life. He has, in fact, discredited Catholic literature as something that was also written now and then. More grievous still, he has not trained the Catholic mind but has helped to perpetuate a weakened Christianity.

On the Essence of Wisdom

Rightly considered and correctly taught, literature is the nurse of wisdom. It is a power second to none in forming thinkers and leaders of society.

*Address entitled "The High School a Training Factor for Catholic Leadership Through the Course in English," delivered at the convention of the Regional Unit of the National Catholic Educational Association, at the Palmer House, Chicago, Ill., March 25, 1947.

**Editor, *Catholic Authors of the Past and Present* series, 4701 South Grand Blvd., St. Louis 11, Mo.

Sister Mary Julianne and Sister Madeleine Sophie, professors of English and philosophy at Mount Mary College, Milwaukee, are among those teachers now engaged in what might well be an apocalyptic departure from the traditional English curriculum. Their restrained statement for this paper reads:

Really good leaders are those who think correctly; those who make judgments based on true principles. Teachers of English can do a great deal toward the development of such leaders by being instrumental in having students read and study writings which, if digested, will "form" a Christian mind—a mind that will recognize, for example, that man is a human being made after the image of God. These writings need not and should not be inferior in literary merit. The writings of Chesterton, e.g., will help form such a mind, and many of his works could be read in high school.

Sister Mariella, of the College of St. Benedict, St. Joseph, Minn., poet, critic, editor, and guidon of teachers and authors, has written this statement for this paper:

Literature is the meeting ground of theology, philosophy, history, sociology, the sciences, all human problems, dreams, ambitions, heart-breaks, sorrows, and joys. But it is different from theology, philosophy, history, the sciences, and all the rest in that it is concrete; they are either abstract or merely factual. Literature is the hypostatic union of intellect and emotion. It moves, exalts to action, touches the will, where the abstract and factual leave one cold. The teacher of literature holds in his hand the tool by which young people are not only informed, but formed.

But the first job of the Catholic teacher of literature is one of selection. Let him eliminate the trivial and the second rate. Let him, having selected only the truly great, spend enough time on each masterpiece to make the student a *possessor* of its wisdom and beauty.

Concerning selection and emphasis, do some of us daudle with Swinburne for six pages, then turn to "The Magnificat" and toss it off as an exercise in choral reading with no discussion piercing to the meaning of it to make it come alive as the daily bread of the Catholic mind? Do we dispatch "The Sermon on the Mount" in the same manner because we are impatient to give serious consideration to a host of daffodils? Do we define literature as the most exalted thoughts of the noblest minds most beautifully expressed and then proceed to teach a travesty upon the definition?

Eternal Truth Illustrated

There are Catholic teachers today, using to some extent their given textbooks or engaged in building an English curriculum of their own, who believe that the Catholic mind can be formed by intelligent, resourceful teaching of our Catholic literary inheritance about which we speak so much but do so little to possess or impart. They believe that if literature is a portrayal of life, then, other things being equal, the most significant literature will portray the most significant life—the life of grace. This significant literature they select from a textbook or from sources outside it, to form not the periphery but the heart of the course.

Accordingly, when they approach the novel as a unit of literature within a unit of thought to train the Catholic mind, these teachers choose for intensive consideration the novel that portrays the most significant conflict: man in the full stature of his body-spirit choosing between good and evil and coming to grips with God. They may select the novel of victory wherein man consistently chooses the good and God, which depicts this wrestler with Christ being pursued, challenged, shamed, led, and buffeted by Christ into an extension of Christ Himself. He may be the Christlike Brother Nicholas, the Seed of the Church, as in *Now With the Morning Star*; the Christlike Father Michel, the Shepherd of God, as in *To the End of the World*; or *Mr. Blue*, the Reed of God, singing His praises. Some of the teachers select the intensive and complex portrayals of this conflict by Evelyn Waugh, Graham Greene, Leon Bloy, Francois Mauriac, Franz Werfel.

Their discussion of the novel under study does not consist of a glib identification of characters, a summary of plot, and a statement of who wins whom. It is *directed* discussion, directed at a realization of the incalculable meaning of this struggle by which man stands or falls for all eternity, directed at the evaluation of all human activity by eternal verities, at the translation

of truth and conflict in the novel into terms of the students' own response to basic values in his immediate personal battleground. The discussion may be designed to open the minds of the students to a perception of Lucifer at large, to an awareness of Christ living in their brothers and of themselves as continuations and completions of Christ, to a surging conviction of the urgency to possess Christ and the joy of being possessed by Him.

Truth, Beauty, and Goodness

May I state at once that in teaching thus, the teacher of literature is not the religion teacher imparting a body of doctrine. He is teaching literature, but intelligently. His primary concern is not the selection of fifty descriptive adjectives in the novel, but the thinking through to the universal idea which is getting said through plot, incident, character, and the examination of its validity and implications in the scale of Catholic values. This certainly does not constitute the much-talked-about invasion of the field of the religion teacher. The English teacher, by contemplation, is letting truth, via the beautiful, seep into the very marrow of the students' minds. In applying truth and Catholic philosophy, he is kneading information and experience into knowledge: a work proper to the literature teacher, to any teacher. To say that the literature teacher must teach literature without benefit of religion and philosophy is to dissociate beauty from truth, philosophy from life, and life from literature. It is to divorce God—ultimate Truth, Beauty, and Goodness—from the consideration of a fine art dedicated to the presentation of truth, beauty, and goodness.

Similarly, the study of poetry by these innovators is not simply examination of mechanics. I am thinking of a teacher who brings the student face to face with himself and God in the rarefied atmosphere of the last four cantos of Dante's *Divine Comedy*. Of 106 students in this senior group, 103 responded enthusiastically to the study. One student's reaction is typical: "No religion class, no other class, no person has shown me so emphatically that a life of grace is heaven on earth, a prelude to the life of heaven. Nor am I shown as well why I should live that life of grace here on earth or how to live it in my life at home, at school, in church, and at the oil station."

Their study of biography is not the tracing of the evolution of a type of literature from Sam Johnson to Lytton Strachey. It is a consideration of the classic biographies of Father Damien, Edmund Campion, the Curé of Ars. Their discussion concerns itself with the Christian wellsprings of motivation in the characters, with their activity as animations of precepts in "The Sermon on the Mount," with the immortal conflict of man against the world and the flesh, culminating in immeasurable victory. It points the truth that the full Christian life is simply a succession of proper responses to value, which is essentially a continual wordless dialogue with God. Man's motives, decisions, actions—all these constitute man's language in this divine conversation. Not to aspire to this is to surrender to a world mediocre and askew, where the greatest good is comfort, the greatest evil is pain, and the only language, Babel.

Demonstration of Catholic Way of Life

These teachers believe that this and associated literature demonstrates the Catholic way of life and, when taught effectively, develops Catholic ideals, attitudes, judgment—the Catholic mind. They contend, furthermore, that by projecting the truths by which we live into characters, action, and life situations, this literature can make truth dynamic and galvanize to love and immolation. Men repeatedly turned their indifferent backs upon the abstract Word in the bosom of the Father in *The Old Testament*, but the Word Incarnate of *The New Testament* they followed. Is not this an ultimate function of literature—the incarnation of truth for the inspiration of man? To bridge the tragic gap between knowing and doing? If literature is not taught as a means to this end, are teachers acquiescing to the sustained tragedy of Catholics knowing the right answers and living by the wrong ones?

These teachers believe that their students, once introduced to substantial literature in this way will not find satisfaction in cheap drugstore excitement; that a Catholic mind so developed will be irked by the ephemeral babblings of impoverished minds.

Do these teachers perhaps have the way to develop an intelligent Catholic reading public, to make leaders by making readers of the best literature?

Catholic Literature and Readers

Today we have no contemporary Catholic literature commensurate with our numbers and our profession of faith. And it is so, I believe, because we have no Catholic reading public worthy of the name. Years ago, when materialism was gathering its forces into a thunderhead over the earth, Pope Pius X wrote for Catholic teachers everywhere, "In vain do you build schools and churches if at the same time you do not build up a good Catholic literature." And Pius XI: "Without the constant reading of Catholic literature there is little hope that our adolescents will have discriminating or informed minds or . . . zeal to spread Christ's kingdom in the hearts of men. . . ."

Is it not within the power of thousands of religious teachers and their millions of students to demand, to call into being, to appreciate and support a Catholic literature strong enough to give voice to the Word of God over the earth and turn the rubble world into the City of God?

During the past six years it has been my good fortune to work with teachers and students over the country in the cause of developing Catholic readers. This I know with certainty: Many Catholic teachers have gone forward with seven-league boots in the past half decade. There are many schools in which students are reading from 15 to 25 Catholic books a year, beginning in Grade 7 with Covelle Newcomb and finishing Grade 12 with Chesterton, Evelyn Waugh, Belloc, Martindale, Houselander, Gheon.

The next step to be taken by these schools must be to shape units in criticism and appreciation wherein they will discuss this body of privately read books to form the critical mind and taste. They may not be in a position to turn their curriculum upside down, as some schools are doing, but this much they can do.

Exercises in Thinking

Concerning the uses of rhetoric in forming the Catholic mind that is the first, second, and third ingredient in the formation of a Catholic leader, I should like to repeat that rhetoric too must be regarded, like every other item in the curriculum, as a medium to train in clear thinking.

For let us remember that:

Teaching students to think critically is not one of a number of discrete functions of English instruction but rather an integral aspect of all we do. . . . Because teachers of English are primarily concerned with the language arts and the fine art of literature, which employs language as its medium, and because of the intimate connection between language and thinking, they have a unique opportunity and a solemn obligation to foster critical or clear thinking. What is more, we shall fail in our task of teaching . . . how to read, how to write, how to speak, and how to listen effectively unless we cultivate the art of clear thinking. (Of what value is communication unless it rests on clear thinking? (*English Journal*, February, 1947.)

When viewed as an end in itself, rhetoric is taught as an artificial formal exercise in drill and composition that stresses expression without thinking, whereas thinking and expression are integrally related processes.

Think, Speak, Write

Viewed correctly as a means, rhetoric becomes a class in communication where students are taught to think, speak, and write in simulated life situations. Communication will take place, according to the old formula, only when the student "(1) has something to say, (2) has a reason for saying it, (3) has someone to whom to say it, and (4) has the facility for saying it."

And a whole new emphasis must be placed on oral English, not only in the course in rhetoric but in literature. Our entire

class procedure should be adapted to the purpose of training the student to think and talk his way through problems current in everyday living. Each of us here holds this to be true, I am certain, and could marshal reasons why it is impossible to over-emphasize training in oral communication.

What Is Wrong?

In recapitulation, may I propose these questions: Just why does our course in English seem to have achieved so little as an essential factor in forming a Catholic mind? Are the selections in our textbooks ill chosen for our purposes? Or are we teachers not trained to use our texts as means to integrate our students' thinking in the light of the faith they profess?

Anthology or Classics?

1. Is our present anthology approach to literature adapted to the formation of the Catholic mind? Should chronological sequences of snippets and tidbits be scrapped for a fuller consideration of larger classics with emphasis on those which depict the Catholic way of life? If we believe that this should be done but fear to do it, are we bending over backward to show how broad minded we can be toward a Protestant and pagan tradition of literature with which we do not hold faith? Are we identifying tolerance with an indifference to right and wrong?

Catholic Literature?

2. Should we be translating our Catholic philosophy of education into sound practice by insisting that literature bearing out a Catholic conception of life constitute the *core* of our texts? Should we give the student the strong meat of Dante, Francis of Assisi, Peguy, Chesterton, Sheed, Helen C. White, Mauriac, Hopkins? If not, do we leave ourselves open to the accusation that we canonize immaturity in our students? That they leave our schools disinherited of their heritage? Would it be less grievous to disinherit them of Oscar Wilde and Byron than to disinherit them of St. Paul and Dante? When they might soar with eagles do we give them the toy wings of titmice?

We are not training Catholic leaders, that is, forming Catholic minds. The hierarchy tells us so, our periodicals insist on it, we admit it. They ask: What are the Catholic schools doing? They look with especial reproach to the teachers of religion and English.

Teachers' Association?

3. Do we English teachers need a whole new scholarship to investigate further the potentialities of the course in English as a medium to form the Catholic mind? To undertake on a national scale the work now in progress in several communities of religious? Do we need a whole new training in attitudes, in the approach to our subject matter and presentation of it? Does the urgency of our dilemma warrant the establishment of a National Council of Catholic English Teachers in the functioning of which our problems could be stated, faced, and thought through? If the Catholic Library Association is necessary, is a Catholic English Teachers Association imperative?

Preparation of Teachers?

4. Do you superiors, principals, and supervisors of schools consider the problem of such consequence that you will provide your English teachers with opportunities to re-educate themselves as molders of Catholic minds, with the time to translate the Catholic philosophy of education into directives for the English program, with the permissions and facilities for basic experimentation designed to apply these directives to form Catholic minds, Catholic leaders?

You are a forum of administrators. You are leaders of leaders. If the English curriculum is not giving God His due place, you can see to it that it does. Perhaps you see the problem as an administrative one, requiring first of all the introduction of courses in remedial reading and writing. Looking back upon your own four years of high school English, what do you wish had been given *you* to form in your Catholic mind? When you have arrived at the answer, may I suggest earnestly: Do unto others as you would have had others do unto you.

I. Shall A Person Learn Two Languages?

William R. Duffey, M.A. *

WITH America becoming more language conscious than ever in her history, many teachers are now being asked whether it is advisable to teach a student two languages. In speech clinics, this question, constantly put to teachers, often indicates that a speech problem exists in many homes. The clinician will hear remarks like this, "Shall my child speak Polish? Grandmother is attempting to teach Polish to Mary, but all of us speak American. I tell Grandma we are Americans, not Polish." He may also hear this thought expressed, "Pa speaks German, but I have taught all of the children that German is not their language. Now John is taking German in high school in spite of my wishes. Isn't that a laugh?"

Teachers have not only listened to people condemn the use of two languages, but they have heard parents defend the practice of learning two languages in the home. They are not even surprised when some parent justifies the use of broken English, a condition often a consequence of speaking a foreign tongue while attempting to learn the English language. Some teachers no doubt remember some parent with a very broad foreign accent, punctuated with a *dis* or a *dat*, maintain that his speech was good American when compared to the teacher's English brogue. Many teachers have heard the thought formulated, "In our home, we read and speak German because we believe that German culture is of great value to us and should be to all Americans." Another statement, rather commonly heard, comes from an ambitious parent. The teacher will recall some such comment as, "Spanish is the coming tongue. We are training Jimmy to speak Spanish at home so that the language will be easier for him in high school."

The Problem

In order to comprehend the speech problem that has arisen from bilingualism, two general propositions might be formulated: (1) Shall a child learn a foreign tongue in his home? (2) Shall he learn a foreign tongue in school? When these questions are answered, there are certain probable consequences of bilingualism that also should be considered. Parents are anxious to know whether a child learning to speak a foreign tongue must of necessity fall into the habit of speaking broken English. They are also very much interested in finding out whether their child, or for that matter anybody, can learn a foreign tongue without being influenced by foreign tradition. If a foreign culture is intimately associated with its

linguistic expression, what effect will a foreign language have upon a child's attitude toward the American way of life?

A most important consideration, judging from articles that are appearing in educational magazines, and even in those of general circulation, must be this: Shall a person acquire some foreign tongue for writing, for speaking, or for both? All these questions that have been presented can be answered only when certain facts regarding the nature and kinds of language, and, in particular, when facts concerning the norm of good speech¹ have been discussed.

The Nature of Language

When one observes a person using language, he realizes that he is making known his states of consciousness as well as expressing his thoughts and emotions. He notes that the person is using audible and visible signs. These sensible phenomena suggest to him that within the person is occurring some operation. In other words, he notices in a person speaking that there are outward facts that are signifying, and he reasons that there must be some inner facts that are signified. Persons, then, who wish to use language must be aware of a relationship that exists between the signified and its sign. If thoughts and feelings are to be shared, both speaker and listener must understand the symbols and the signs of a language, and share meaning with one another by using the known symbols of some tongue.

Purpose of a Second Language

When a child learns to read or to speak, whether it be in his own tongue or in the language of some foreign country, he must learn symbols. In learning his own tongue, he acquires the signs and symbols of (a) bodily language, (b) written language, and (c) oral language. In learning a foreign tongue, obviously, the child's first problem is whether to learn the written symbols of a language, its oral symbols, or both. If he is to speak this foreign tongue, he must also acquire the vocal expression and accompanying bodily language peculiar to it. It is inconceivable, for example, that one should think he speaks French well if he uses French words with the vocal expression and bodily expression common to a person speaking another language.

When parents are considering the advisability of their children's speaking a foreign tongue, they sometimes fail to understand what factors enter into the operations of speaking a language. To

speaking French, for example, is not a question of learning a few symbols and a few ways of arranging them. The purpose in learning a language must be specific. Is a child to use the language simply for reading? If so, he must acquire it under an entirely different set of circumstances than if his aim would be to learn the oral symbols well enough to carry on an average conversation. There is a difference between playing football and recognizing another's ability to play it. One can identify a series of symbols when found in print, but cannot hear a set of symbols and recognize them. One may know what is said in a language, yet not be able to speak a pattern of symbols, since they involve him in a series of highly complicated responses.

What Shall He Learn?

The question also arises as to what pattern of symbols shall be learned, for either speaking or reading. One might garner a sufficient number of symbols of the French language about horse racing to be able to read a racing sheet, yet he would be unable to read a discussion on philosophy, or on the atomic bomb. A person may acquire enough of a vocabulary and syntax to be able to read a classical novel in Spanish, and yet be unable to read the language of the market, or of the stock room. One likewise may gain those symbols of German that give a fine reading knowledge of German life, yet have few symbols of worth in speaking. It is a question of what set of symbols should be learned in reading a foreign tongue; it is likewise a question of what symbols shall be learned in speaking a language. Some people are able to direct a taxicab driver in two or three languages, yet have little linguistic equipment to discuss current events with the average foreigner. Parents must consider the purpose a child should have in learning a language.

Expressing Experiences

Parents must also ponder another problem arising from bilingualism. Language and experience are interrelated; they are inextricably interwoven. If a language is to be learned actively for writing or speaking, the cost in time and effort in acquiring this skill should be of concern. Is speaking or writing a foreign tongue worth while from the viewpoint of effort expended? There is no advantage in learning the vocabulary of a language in order to speak it unless one wishes to use this vocabulary to express adequately his thoughts and feelings. There is likewise little value in acquiring the syntax of a language unless it is to give indi-

*Professor of Speech, Marquette University, Milwaukee, Wis.

¹This subject will be discussed in another article.

cation of his intellectual life. Like a vocabulary, syntax reports a person's intellectual progress or decay; it tells not only how he is thinking and feeling, but the manner in which he is doing it. Even with an adequate vocabulary of a foreign tongue, one cannot express himself if he is unable to use its syntax correctly. Unless he is thinking and feeling like the foreigner speaking his own language, he is not likely to use either the symbols or the syntax of a language correctly.

A person may be able to read a foreign language, however, without any considerable influence upon his own speaking tongue. He is simply reading to get ideas. He is not primarily interested in the manner in which some Frenchman used symbols to express himself. He makes his reading a means, and not an end in itself. But in speaking or writing a tongue, he must do more than place symbols in some order; they must be used according to the order of thinking, or the form by which a person would naturally express himself in the foreign tongue. If a tongue is to be spoken or written, experience must be expressed, and both vocabulary and grammatical syntax must be acquired which will express this experience. Obviously, two ideas must be considered: What experience is to be expressed, and what means will express it? Both of these thoughts are of concern to parents.

Consequences Upon the Native Tongue

If a child does learn either to speak or to write a foreign tongue, will it interfere with the speaking of English? It must be remembered that a child speaks a language because it is of use to him. He sees no value in making the acquisition of a language an end in itself. About the only reason a child truly learns a foreign tongue is that he feels the new means of communication will be of some benefit to him. If he is told to speak the tongue simply as an accomplishment, he will rebel. If a child is to speak a language well, for example, Polish, and at the same time continue to speak English well, he must be motivated by the desire to speak both languages well. He may find value in the new expression because he senses that it has cultural values, but generally to create a desire for speaking the language, some more immediate and utilitarian motive is necessary. He will learn any tongue if he can express his experiences in it.

But what experience does the child wish to express in the foreign tongue? Is it to get bread and butter? Is it to express his opinion about a poem? The parent must become interested in the experiences the child wishes to express, for upon this factor will rest the great motivating influences which enter into the problem of how well a child will learn his own tongue, as well as the foreign one. Broken English does not come from habits of learning a language

well, but from a disregard of the nature of the vocabulary and syntax of each language.

Language is composed of conventional and arbitrary signs that men use spontaneously and naturally. They have value because men have agreed upon the meaning that may be attached to them. But it is to be remembered that language must be more than so many signs of thought and feeling. Often when a person attempts to express himself in a foreign tongue, he is merely using words that are signs of thought and feeling, but scarcely expressions of his own personality. When a person says, "I express myself well," no one can question him. He alone is the judge of the truth of his statement, but if the reader or hearer knows what the writer or speaker intended to express, he then can be the judge of the relationship that existed between the signified and its outward sign. It may appear to some people that they are expressing their thinking and feeling in a foreign language, but sooner or later they disclose to other persons that little of their own expression goes along with the verbal symbols.

Unless then a person learns to speak a foreign language with the intention of expressing himself, he can truly expect to find his efforts at speaking are interfering with his linguistic development. He is simply acquiring a few symbols of many experiences, but expresses little of his own experience in any of these fields. When he gains words that are disassociated from his own experiences, he is simply cluttering up

his memory, and worse, arousing mental confusion. Not only will he wrongly learn the symbols in each tongue, particularly their spelling, but he will apply wrongly the grammatical composition to both tongues.

To express one's thoughts and feelings in any language, one must have the *matter* of language as well as its form. The vocabulary is the matter, and the syntax is the form. Vocabulary certainly can have no value if it is learned merely as so many symbols. Its utility is in the thoughts and feelings behind it. The person, then, who uses a foreign language must have interest in thoughts and feelings before he can acquire words to express them. To speak his own language well, and to speak a foreign language with some efficiency, he will secure the correct external signs of each language because he realizes that to express his thought and feeling exactly, clearly, specifically, and beautifully he must use approved symbols, audible or visual, external marks that contribute to a shared meaning.

Broken English, for example, is composed of oral symbols that may convey meaning inaccurately, but never clearly, specifically, or beautifully. When a person becomes conscious of this fact, he will avoid speaking English with words and grammatical constructions of another tongue; and with phonetic values that do not belong to the English vowel or consonant. He cannot afford to accept the losses, financial or cultural, that come from inadequate communication, and from a meager manifestation of his own personality.

Bilingualism and Foreign Traditions

Just as the experience of a person is inextricably interwoven with his expression, so are the practices of a people well mixed with the national tongue. Since this fact is certain, then must a person speaking a foreign tongue be affected by a foreign tradition? A difference is apparent between knowing about a circumstance, and being influenced by it. Non-Catholics have read Spanish literature with its wealth of Catholic traditions without feeling any forceful urge to enter the Catholic Church. Their own traditions and values they consider to be of greater benefit to them than those they read. People generally imitate what they want to imitate, not everything under their observation.

About what experience would an American read in a foreign tongue, German, for instance, that might influence him? He would find information about many things he already knew — matters common to all men, eating, drinking, mowing the lawn, putting the hay in the barn, and the like. He would find a culture that came from Rome and Athens to Germany. He would be aware of the sway that the Church of Rome had upon a people, and the consequences that came from opposition to her. He would learn of pagan tradition common



to the northern peoples. He would be able to compare his views of philosophy and science with those of Germans upon the same subjects. He would find how Germans ran their cities, played their games, attended musical festivals, and taught their children their ways of life. Any of this information could affect an American, and if one studies American history, particularly in its social aspects, he must admit German culture has had an influence on America. If he studied French, or Spanish, or Italian, he would likewise discover facts, opinions, and arguments which could modify his views, and which have in the past dominated the minds of others.

But would the idea proposed by some Germans that state socialism is the only proper form of government have influence upon him? Would the French notion of nationalism in religion have persuasive value? If the American knows well the values of the American way of life, its culture, and its possibilities, its contribution to science, philosophy, and education, and if he reads of another culture, of other scientific and philosophic notions, he has a means of comparison available to him. Analogy is a proper means to further an education. By its use, he can find what is of service to him, what he should discard, and what he should secure. But if he knows his own civilization superficially, and reads intently about one foreign to it, even antagonistic to it, his judgment regarding ideals, ideas, and things of his own country may be sadly warped.

Should not one remain provincial then in place of running the danger that he may lose his present notions regarding America, if he becomes interested in foreign culture? The answer seems to be yes, if the presumption is established that no man can have judgment about the matter of his reading, and cannot truly appreciate what is good for him by a sane consideration of his blessings. There are elements in any civilization difficult of interpretation, factors that puzzle even the most informed and learned. One might express the thought regarding an interpretation of foreign traditions that St. Peter had about many passages found in the writings of St. Paul. He observed that they were difficult of interpretation, but these are the ones "which the unlearned and unstable wrest . . . to their own destruction" (2 Pet. 3:16).

Some customs and manners of a foreign country that are in contradiction to American habits need judicial explanation, and thoughts concerning them are not matters for promiscuous reading, particularly among the young and the adolescent. Passages from some foreign writers are not for immature minds. The ability to judge wisely political affairs, matters of literary criticism, and the like, should determine the content of what a person can read in English for his own betterment. A like norm must be held for content in a foreign tongue.

Although Americans may well afford to lose some of their provincial attitudes toward the cultural wealth of other countries, they cannot endanger well-proved political, social, or moral views. Why, then, take any chances of this happening? This is the question asked by the obscurant, the ignorant, and the bigot; it is also the question asked by the prudent and the wise. The former class knows nothing of other cultures, or has selfish reasons in disbaring knowledge of them from other people. The latter do believe that doctrines subversive to American ideals, to the established principles of religion, and to the morals of people, should not be placed before people incapable of interpreting them for their own best interest and that of the country.

These doctrines and traditions can be found in books and can be heard in homes and schools. If they are promulgated by means of foreign tongues, they are even more dangerous, since they may escape the notice of many responsible citizens. Yet any modern language is only a medium of communication, and not the communication itself. Any culture should be judged upon its merits—its good and its bad by capable minds. A telephone line should not be torn down because it carried an immodest conversation. A foreign language may be more intimate with its content than a telephone line is in relation to a conversation, yet language is still a medium. As a means of communication, it can bring a wealth of experience from foreign countries to the adult American if he has the capacity to judge its values, and to the American child if he is wisely guided in his choice of the content that a foreign language may carry.

Advantages and Disadvantages

Bilingualism, a necessary condition of living in some European countries, is obtained even there at considerable cost. Americans who wish to enjoy its advantages must bear the burdens it imposes upon them. Unless the nature of bilingualism is understood, social and psychological problems which arise from it may not be appreciated. Bilingual populations, it is claimed by some authors, do develop anti-social tendencies, defense mechanisms, and negative attitudes.²

A person to gain benefit from learning a second language must develop a proper vocabulary and an effective syntax. He must have a specific and clear purpose—to read a language, to speak it, to understand it, or all of these objectives. If he is to acquire a new tongue for the purpose of speaking, there should be a specific purpose in mind—travel, business opportunities, or some like specific objective. Speech must be made a part and parcel of his character. Mental confusion is brought about when one thinks in one language and speaks in another. Speaking a language involves a series of complicated reflexes; a reading knowledge of a language is much more of a

passive affair. It is the difference between knowing what a skater is doing, and duplicating the skating action. No educator has seriously questioned the advantages of learning to read in a foreign tongue, but may have doubted that there is a benefit to be gained from learning to speak in this tongue in view of the burdens it imposes upon a person in learning it.

The reasons why a person should learn a new language may be numerous, but a second language will be practically of little value to him unless he learns it with the idea that he will express his experiences in it. Gaining language is something more than getting an aggregate of external symbols, or learning them for show purposes. One, then, only gains duplicate symbols for the same objects and ideas, and thereby clutters up his mind. What is to be expressed must be considered in acquiring a vocabulary, and learning a syntax. One is held within the boundaries of his symbols when he expresses his thoughts and feelings. With a meager vocabulary, he lives within a narrow confine, and can never wander outside its walls. He can scarcely express his own personality, and can hardly communicate his thoughts. Symbols must be used, not only as a means of transferring thought, but as inciting agents that stimulate attitudes in another person's mind. If one, then, is to speak a foreign tongue, he must gain the means necessary to express himself and influence others. If he has no purpose in studying a language, he can only place a burden upon his memory. He might better continue to learn English. He will always find something to learn in it. Goethe said that he had been learning to read some eighty years, and still found something to learn about reading.

Learning a language at home is generally a haphazard affair for a child. He gets this or that word to express this or that notion or thing, and this or that phrase to manifest some feeling, but, as he grows out of childhood, he will have only this vocabulary which expresses the interests and environment of childhood. If he wishes to make progress in a foreign tongue, he must learn symbols commensurate with his new experiences. If a child is learning a foreign language, badly spoken, and likewise hearing English with an improper accent and syntax, he will tend to mix the elements of the oral symbols, and change word order, consequently, to speak each language poorly. But if he listens to well-spoken symbols in each language, or can find means to compare good speech with bad speech, he should develop good speech form in the two languages. If he is wisely guided in the choice of content in the foreign tongue, he will not endanger his American way of life, and can, in fact, improve it with the wealth of ideals and thoughts he may obtain from other customs and manners that are not antagonistic to his own best religious, social, and political objectives.

²M. West, *Language in Education*, p. 15.

How Well Does a Workshop Work?

*Sister M. Ellen, C.S.J. **

WE CAN have better Catholic schools. We can help teachers to apply more effectively the principles of Christian thought in the actual classroom situation. It was this challenge that prompted the launching of a curriculum workshop in social studies in the Diocesan Teachers College in St. Paul in the fall of 1945. Our specific task was the reorganization of the social studies program in the middle and upper grades into a consistent, developmental sequence of units suited to the maturity level of children and incorporating Christian principles so as to provide for continuous growth in Christian social understandings and attitudes.

Changes Planned

The first step toward reorganization was begun in the previous school year, 1944-45, when committees from various grades were selected and met at regular intervals to initiate the work. The general plan for subject matter areas and grade placement followed somewhat the plan of the state of Minnesota. However, some needed revisions both in geography and history were made. In geography the study of the continents was changed from a two- to a three-year spread which placed Southern Lands in grade seven and gave one full year to the study of the United States, its possessions, and Canada in grade five. The study of formal history was discontinued in grades four and five to permit time for a more careful development of geographic concepts. Thus, the formal study of history now begins in grade six with a study of the political, economic, and cultural life of ancient and medieval times. Seventh-grade history, instead of beginning with the usual unit on the discovery and exploration of America, was changed to begin with a unit "The Development of National Rivalry in Europe." In this way the history of our country now is studied in its relation to world history and in its initial European origin, because it was the opinion of the committee that it is only in this setting that its early discovery and development can be understood.

The Problem

Our first difficulty was the problem of selecting objectives that would incorporate Christian principles and develop social understandings and attitudes. Each member of the committees was given a chart "Objectives of Child Growth"¹ and each was recommended to read *Better Men for Better Times*. Confusion arose because there were so many

objectives, all good and desirable, that it was difficult to select from them a coherent, sequential set of objectives that would result in an understanding of how Catholic principles should guide and influence the lives of men. Out of this confusion resulted "a frame of reference" drawn up by the diocesan superintendent, Rev. R. J. Connoles.² In it were clearly and concisely stated the basic Christian principles governing the economic, cultural, and political life of the necessary human societies, the Church, the home, and the state but confined and limited to the unchanging purposes of these societies. In outline it contained: the purposes of social institutions; fundamental generalizations resulting from the application of Christian principles; the content material and the generalizations to be stressed at each grade level.

It was with this "frame of reference" that the workshop was started under the direction of Father Connoles. The work with the smaller committees convinced Father Connoles and the assisting faculty members that all teachers would need the same orientation into the plan as had the committee members, and that all teachers would be as anxious to understand and to contribute as were the smaller groups who worked so earnestly. It was realized that if teachers are expected to follow a curriculum it would be sound practice to have them share in planning it; but that some guidance would be needed in procedures and techniques in curriculum development in order to assure a workable, effective program that actually accomplishes the purposes it desires to attain.

That the Sisters accepted the challenge was evident when 90 teachers and principals of seven different teaching communities enrolled. These 90 teachers were distributed over five-grade levels in groups of from 15 to 21 with the largest group in grade eight and the smallest in grade six. As the majority of those enrolled held a B.A. degree, it appeared that they were enrolled solely for the purpose of improving their own school practice, to teach more effectually the Catholic way of life.

At the beginning of the workshop each participant was given a questionnaire. The questions asked were:

What do you wish to accomplish in this workshop?

Do you want help in unit teaching or are you ready to begin developing units for your grade?

Do you want help with the present units that you have? (Before the opening of school

the suggested content for each grade and one unit worked out by the committee had been sent to the teachers.)

Are you thoroughly familiar with Curriculum Bulletin Number Three? (Curriculum Number Three was "the frame of reference" already described.)

The analysis of these questionnaires revealed that all desired help in unit teaching, although many were teaching units. Practically all wanted help with the present units. About half were not thoroughly familiar with the "frame of reference."

The resources of the first floor of the college—a library, two classrooms, a conference room, and the downstairs cafeteria—were reserved for the workshop group. An extensive bibliography of content, method, and Catholic educational philosophy books and periodicals was made available to each Sister. Each week the schedule for the following week was posted leaving some opportunity for group work and planning.

Attacking the Problems

The director was assisted by an assistant director and members of the staff teaching in allied areas of history, literature, art, visual aids, and classroom measurements. Outside speakers were made available to the group and special attention was given to requests from the teachers themselves. Each week the director and assistant director met in special session to review the work of the various groups and to plan subsequent workshop sessions. Likewise, each week the assistant director visited classrooms of teachers enrolled, conferred with group chairman, and endeavored to maintain enough flexibility so that individual as well as group needs were met. While systematic lectures are not ordinarily a part of workshops, it was necessary to follow somewhat of this practice in the fall quarter so that all might familiarize themselves with good practice in unit organization and teaching.

Sharing the work resulted in a variety of contributions from members of the group. Books were brought in, outlines of other units exchanged, results of planning periods discussed, drawings exhibited, and class booklets and diaries distributed. In one period an art teacher, a member of the sixth-grade group, demonstrated the planning and executing of a frieze by working it out with the fourth-grade group of teachers. Each group met at some time with the teacher of children's literature to review and discuss related literature books of the fiction and nonfiction type. Out of these meetings teachers of the different grades became acquainted with a wide variety of children's books and with criteria for evaluating them.

¹St. Agatha's Conservatory, St. Paul 2, Minn.

²Sister Mary Joan, O.P., and Sister Mary Nona, O.P., *Guiding Growth in Christian Living*, Vol. II, p. 81 ff., Washington, D. C., 1944.

³R. J. Connoles, "Reorganizing the Social Studies in the St. Paul Schools," *Catholic Educational Review*, March, 1946.

A two-hour demonstration and lecture on visual aids was an enjoyable as well as a beneficial session. The lecture on music as correlated with the social studies presented by Miss Heck, supervisor of music in the public schools of St. Paul, suggested many possibilities for enrichment, while the lectures "Law and Democracy," "The Church and Slavery," "Catholic Attitude Toward Social Legislation," "Growth of Democracy," and "Influence of Geography on Minnesota History" increased our understanding of the influence of religion and geography on history.

Group Discussion

Not less challenging were the workshop sessions of group discussions. Occasionally deadlocks occurred and resource people were called in to assist. As different phases of the unit were ready for final organization, the chairman and a few assisting members spent whole days outside of the regular session in preparing the material for group discussion. It was not easy to select problems and suitable study activities that would bring about the desired cumulative effect and develop the understandings and attitudes outlined in the unit objectives. Textbooks often proved inadequate. This was particularly true of material for the seventh-grade unit where revision followed revision before the unit was finally accepted.

While the groups themselves recognized inadequacies in group discussion or in the individual participant's accepting her share of responsibility, yet, to the director and his assistant it was the growth evident in leadership and in group methods that made the enterprise worth while. Groups had been left free to select the means, but they had been held quite rigidly to accomplishing the end, a carefully organized unit that held to the theme of the grade and that emphasized Christian principles. In this way a continuous evaluation was in progress. Each session the questions recurred: Does this hold to the unit problem? Has the theme been kept in mind? What objectives are being developed? At the closing session each member was given a mimeographed copy of the unit which she had shared in organizing. The director evaluated the finished units and expressed his appreciation of the fine professional spirit manifested and the worthwhile changes he had noticed as the work progressed.

However, it was desired that the participants themselves accept the responsibility of evaluating their work. Much emphasis had been placed during the workshop sessions upon the importance of going back to the objectives in any final evaluation of the finished product. Consequently, a series of questions based upon the objectives of the workshop were prepared and distributed to the group at the beginning of the last session. Because of extra activities in schools, 61 only of the 70 who completed the workshop were present, but this number was sufficient to get an overall view of what the individual members thought had been accomplished.

Evaluating Accomplishments

In answer to the question of, "What are the major difficulties, uncertainties, or questions which occur to you as you think of going forward?" the chief difficulty mentioned was the element of time both in teaching and preparing units, and for reading. Other difficulties mentioned were concern for teachers who had not followed the workshop and who would have difficulty in utilizing the material. This difficulty was mentioned by nine or ten. The problem of subsequent units was the concern of a large number. Would they be expected to go ahead on their own? How to get a unit started and how to have pupils plan with the teachers was mentioned by eight or nine. Other items mentioned were: inability of children to work independently; the need for help for slower children.

In answer to the question, "Do you want to go forward and what do you anticipate will be the chief obstacles?" all but two wanted to go forward. Again the elements of time and distance were mentioned as obstacles. One interesting item was: "The need to make use of the understandings that had been gained in the workshop." Here the group deviated from the question and mentioned how the workshop had been a challenge, had given them an interest in history, economics, and current social problems, had clarified their ideas of a unit, had increased the interest of their classes in the social studies.

The question, "What additional knowledge, understandings, and experiences do you need?" received as the most frequent answer, "more content knowledge of history and geography."

Three who mentioned *content* specifically stated Catholic aspects of history. Fourteen mentioned that group discussion had been weak and that more practice was needed in breaking down barriers.

In the answer to the last question, "What needs were not met and what help do you think you should have received?" it was very kindly recognized that as many needs were met as could be expected from working with large groups. A desire was expressed for demonstrations in unit teaching by eight of the group. Several expressed a wish that the group had shared their own classroom experiences to a greater extent. All expressed appreciation of the work in literature related to the social studies. Among the interesting comments was the admission by one teacher that for the first time she saw the real reason for studying history. Another teacher mentioned the effect of the workshop and the interest of the entire school in its activities. This had been apparent in schools visited by the assistant director. Three teachers mentioned as a personal difficulty the lack of definite assignments and the need for more careful supervision. However the comments on the whole were encouraging while at the same time they clearly indicated an understanding of individual and group needs.

In general the evaluation was strongly favorable. There was considerable evidence that the procedures had actually carried over into real classroom practice. Our teaching Sisters are earnest and zealous in endeavoring to perpetuate Catholic ideas and ideals in their teaching. A workshop does work well as a means of in-service training for Sisters in our Catholic school system.



A Kindergarten Graduation at St. Francis de Sales School, Philadelphia, Pa.

We Had a Workshop

*Sister Marie Winifred, J.H.M. **

Organizing the Course

A special committee, including the general planning committee and representatives from the administrative body and teaching personnel, proceeded to the selection of the workshop staff—individuals whose knowledge, experience, and leadership qualified them to work with a variety of study groups differing as to personnel and purpose.

During the months preceding the formal opening of the workshop, the staff came together for informal orientation. At these conferences discussion centered on general workshop policy, areas of interest as indicated by prospective participants, the growth needs of youth, and the importance of a common purpose and co-ordinated endeavor.

Impelled by that cogency of purpose which placed emphasis on providing a real opportunity for the one hundred workshopppers to study on the basis of interests and needs, the staff members now proceeded to the immediate details of the workshop program. It consisted of two parts: first, the demonstration classes which were conducted in the morning, and second, the activities of the workshop proper in the afternoon. Approximately 230 children from the city of Monroe participated in the demonstration classes, which numbered about ten groups. These groups included pupils with differences in ability, interests, experiences, and background—characteristic of the community from which they were drawn. The children worked under conditions which corresponded as closely as possible to those of the average classroom. The demonstration classes came to be a vital part of the workshop and not only afforded opportunity for the practice of techniques discussed within individual groups, but also became the laboratory where "students and staff alike may teach as well as learn."² In response to the needs and interests of the participating groups the curriculum was organized for the kindergarten and in the general areas of religion, the language arts, and mathematics for the elementary grades and junior high school.

Since the children of the demonstration classes were not present the first week a program was organized with the definite purpose of confronting participants with new ideas and sources of relevant information in given areas. To this end, psychologists, guidance workers, and specialists were invited to treat of the nature of human drives and the learning process in terms of child growth and happiness.

Demonstration and Study

The afternoon program, designed to operate under the most flexible and informal working

conditions, was given over to an evaluation of the morning observation, interpretation of techniques, a follow-up of individual cases, and independent study. This was carried on principally through group methods and personal consultation. Equally important were the library facilities and the visual aids. Many of the workshopppers are of the opinion that more reading was done in connection with the workshop than in regular summer courses. "Such reading feeds discussion in groups and conferences where it is critically treated."³

The plan to organize the workshop on the problems, needs, and interests of the participants resulted in breaking down the ten original groups into smaller committees. These numbered about thirty. In this way those with common centers of interest were enabled to work together in the production of materials for their own use. Out of this co-operative study came individual and group contributions in the form of subject-matter units, curriculum adjustments, and significant changes in school practice.

Those social values, indicated by Dr. Prall and Dr. Cushman, as conducive to teacher growth were not underrated in the workshop program:

Since the success of teachers depends so largely on their skill in human intercourse, much importance has been attached to developing the spirit of camaraderie in every phase of the workshop program. The informal atmosphere and pleasant social relations have been widely credited with contributing significantly to the success of the movement.⁴

As the workshop days moved swiftly along fun and frolic mingled with the intellectual pursuits of participants. There were the delightful walks about the campus, trips to the woods, spontaneous dramatics, needle craft, and the merriment of gathering lucious berries and fruits from the convent gardens. Only those whose privilege it has been to identify the setting of the workshop as "Our Motherhouse" can adequately appreciate what it means "to live together, work together, and play together,"⁵ as religious women do in their community life.

At the conclusion of the workshop, students were asked to appraise the workshop experience in terms of their needs as in-service teachers. The responses clearly indicated the positive contribution made to the professional attitudes of workshopppers. They also contained valuable suggestions for future planning. There were certain general characteristics about which the evaluative comments grouped themselves. A few observations made by workshopppers have been summarized and classified:

¹Bigelow, *op. cit.*, p. 512.

²Prall and Cushman, *op. cit.*, p. 234.

³Heaton, Kenneth L.; Camp, William, G.; and Diedrich, Paul B.; *Professional Education for Experienced Teachers; The Program of the Summer Workshop*, University of Chicago Press, 1940, p. 90.

DURING the summer of 1946 at St. Mary Academy, a six weeks' workshop dealing with particular phases of kindergarten, elementary, and junior high education was conducted by the Sisters, Servants of the Immaculate Heart of Mary. This workshop was inaugurated in response to the requests of teachers to provide an opportunity to concentrate on the problems, needs, and interests growing out of their daily teaching experiences and so promote individual professional growth as well as increase the competence of the educational personnel of the community. Out of these considerations emerged the responsibility of the planning committee to make adequate provision for the realization of those objectives which would bring about a closer co-ordination between educational theory and schoolroom practice. With the immediate problem of participants the high point of the program, the encouragement of initiative and originality on the part of the workshopppers a major goal, and implicit confidence in the abilities of individuals a vital challenge, it was not possible for the program in its multifarious details to be set in advance. However, experience proved that as the weeks of intense discussion, research, and experimentation progressed the unique character of our workshop took definite shape against the background of these principles and practices which are significant of the workshop idea as it has evolved in the in-service education of teachers, as reported by the Commission on Teacher Education:

The essential features of what we call a workshop are intensive consideration of practical problems that have arisen from the daily functioning of the teaching job, flexible and informal working conditions, active sharing by workshopppers in developing plans for individual or group study, and easy access to a wide range of resources—in terms of staff, fellow participants, books, and other aids to learning. The usual schedule consists of meetings in the morning of small discussion groups organized around the workshopppers' stated interest; free time in the afternoon for individual work, conferences, and recreation; and general meetings and individual work in the evenings. A prominent feature of many workshops is a definite period set aside for informal work in the arts. It is usual for participants and staff members to make a point of living or at least eating together, and to foster informal contacts of all sorts. A significant consequence of the general arrangements is that emphasis tends to develop an organized relationship, so that participants are stimulated to think in terms of the whole child, the whole curriculum, and the whole community in which they work.¹

*St. Mary Academy, Monroe, Mich.

¹C. E. Prall and C. L. Cushman, *Teacher Education in Service*, Washington, D. C.: American Council on Education, 1944, p. 201.

²Karl W. Bigelow, "Workshops in Teacher Education," *Teachers' College Record*, XLVI, May, 1945, p. 512.

Practical Value of the Workshop

What made our workshop experience seem so practical was that we were doing something about the problems that come into our daily teaching experience, and, therefore, we were determined to get results.

Subjects that I have dreaded to teach, such as English and reading, have really taken on new meaning, and I can't wait to get back into my own classroom to relive this happy experience.

The workshop afforded an opportunity to build up a rich background for my field of teaching. Library facilities were inexhaustible.

My whole attitude has been changed since the workshop started. I feel that I could go before a class with much more assurance and self-confidence.

Co-operative Experience

What I appreciated in my workshop experience, probably more than the help received on some of my specific problems, was a way of work. Working with others who were vitally interested in your problem produced surprising results.

The discussion group in the afternoon was

most profitable because it afforded an exchange of ideas and ways of doing. As a result we became more open minded.

The co-operation shown by the staff and workshopers has been a practical lesson for me to carry out in my own classroom during the coming year.

Democratic Procedure

My interests have broadened beyond my own room. I see greater values in planning and teaching co-operatively the entire educational program of the school.

Objections? None. I kept very busy—no minutes wasted. There was no tension and the informality of procedure instilled confidence in my own methods of attack.

The enthusiasm and spirit which participants brought to their work produced results never anticipated. I am anxious to try the same informal procedure in my own classroom.

Ideas exchanged within our group have changed my attitude toward the slow pupil. I am sure I have a more sympathetic understanding.

The workshop has given me confidence in my own ability. I have always had the feeling that I couldn't do very much, but since

a couple of little ideas and plans that I thought through received the approbation of members of my group, I am greatly encouraged to launch out on my own, instead of waiting for someone to say, "That's right. Go ahead."

It was satisfying to realize that other teachers had the same problems and most interesting to hear how they went about a solution.

Comprehensive Program

In taking account of the many opportunities that the workshop afforded, one of the most valuable features was the group of children who composed the demonstration school. Learning how to deal with children is one thing and dealing with them is quite another, and that in the presence of one's peer group.

The lectures of the first week awakened my interest in the less gifted child. I now see many opportunities of helping him which formerly were passed over.

This has been a real refresher course for me in child psychology. In the future subject matter will give place to the growth and happiness of the child.

Teaching Reading in Grades 7 and 8

*An Ursuline of Mt. St. Joseph **

STIMULATING CHILDREN TO READ

NO OTHER subject in the curriculum has held, for so long a time, such a place of prominence as has reading; yet the complaints of teachers in junior and senior high schools, as well as those of the college professors seem to indicate that the results from the reading classes in the elementary grades have not been entirely satisfactory. Teaching children to read, and teaching them to love reading are by no means one and the same task.

Appreciation Is Essential

Mere facility in recognizing printed symbols will never give children a love for reading. The reading that does not carry beyond the schoolroom has utterly failed to accomplish its purpose, and the child who has not learned to love reading by the time he leaves the grammar school has small chance of ever acquiring that love.

If the leisure hours of our children are to be spent on something besides listening to cheap jazz music or scanning the newspapers for pictures of adult crime and folly, we must provide more wholesome ways for them to spend their leisure hours. We must introduce

them into better company and inspire them with higher ideals of enjoyment.

Our task is to lead these children to the Aladdin's Lamp that will illumine the pathway for them into that vast treasure house—the rich inheritance which the ages have left them, good books! Books that feed the imagination, that furnish useful information, that set up ideals, that supply humor, that thrill the mind with tales of adventure.

The Purpose of Reading

We may accomplish our purpose by taking a worth-while unit of reading and developing it so as to carry the interest of the child beyond the school, into the library and out into the home, thus leading him to think of reading in terms of interesting life experiences rather than as an irksome school task.

The special advantages to be derived from the unit in which there is a problem to be solved is that it trains the child to read with a purpose. It leads him along the highways of human interest where he may study the myth, the legend, the fairy tale, or folk lore.

Again the trail to be followed may be a study of nature, its conservation and protection, in which we may bring our children to the belief of Enos Mills that, "a live flower, a live bird, or a live tree will give more lasting and general returns

than a flower plucked or a tree cut down, or a bird that has been slain." Acquaintance with such men as Ernest Thompson Seton, John James Audubon, William Henry Hudson, and Archibald Rutledge will bring to our boys and girls the great message of the conservation and protection of America's natural resources. Stories of animal life also make a strong appeal to all children because these are so close to their own personal experiences.

Library facilities of some sort are essential. Most schools can provide at least a small choice library. Some time must be provided when a child may handle and examine books, make trails for himself, and settle down in a comfortable spot to enjoy the chosen book.

Evaluating Results

During the "library hour" the teacher notes carefully the manner of silent reading on the part of the individuals; she asks a child to read parts of a story to her; she makes notes of children who are attempting books which are too difficult as well as those who remain on too low a level. A record of the child's reading may be kept on the bulletin board. This chart has some such heading as: "Books I Have Read," and on the chart is blocked off as many spaces as there are children in the room. In each space

*Maple Mount, Ky.

*Maher, Nellie B., *Catholic School Interests*, July, 1937.

is written a child's name. Here the teacher prints in the proper space the titles of all the books as the reader reports their completion.²

The teacher working with the recreatory type of reading must know the social and educational background, the interests and experience of the pupil before any progress can well be attempted in guidance and direction of wholesome, helpful reading. In this work the teacher must rarely, if ever, condemn the selections made by the pupils. Class discussion which the skillful, sympathetic and yet intelligent and helpful teacher has guided, will often show the pupils wholesome material equally interesting to that less wholesome which has been taking their time. We should begin with the pupils' interests and build upon them. Reading which is forced upon the child is of very doubtful value.³

When suitable books, a free period for choice, and right physical conditions for reading have been provided, it remains for the teacher to devise ways of knowing how effectively the children read the books chosen. Various devices may be used to secure this information. The following may serve as models. Each member of the interested group reads the article for himself, then talks about the interesting points. One member may read the story and tell it to the others; he may read or relate an interesting scene in the story, thereby creating in the rest of the group a desire to read the entire story. Projects in reading for pleasure in school may follow this procedure, using different forms as the material and situation suggest.⁴

The Teacher as Leader

The teacher may help in many ways toward the enjoyment of the story; by using illustrated material to make the selection clearer; by leading the child to envisage the characters and scenes; by drawing attention to the beauty of the language; by promoting discussion of different people in the book. Care should be taken that these talks do not degenerate into quizzing.

Letter writing is another device that may be used. The children write letters to their classmates or to children in another school in which they give their opinion of a story, describe some scenery or happening in their own locality, or tell what activities are being carried on in their school. These may be posted on the bulletin board. Another successful device is that of book reviews in which pupils give the name of the author, the name of the leading character, and a brief summary of the story. Pupils may keep a "Hall of Fame" in which they write the names of the characters who, in their opinion, are entitled to dwell in the hall of fame of story characters.⁵

The Ultimate Goal

We want to create in the children the attitude of liking to read and the desire to read the best. School is a transient place in the lives of our boys and girls. While at school the real development of the individual merely is begun. If a child has been impressed with interests and ideals which will impel him as a growing youth to continue to read and to think, to extend his personal culture, to seek companionship of those who, like himself, aspire to something high and precious in life, that child has received a benefit incomparably greater than the mere furnishing of its mind with a standardized education in the sense of credits and notes.

It is the teacher's privilege to train the pupil to arrive at a right understanding and appreciation of good reading, to enter into its spirit, to extract its essence, and incite in the youthful mind a constant endeavor to embody this spirit and to be able, by means of good reading, to impart some of these treasures to others. The teacher of reading has before her a work of love, a difficult task, but a beautiful soul-satisfying work, that makes others broader, wiser, and better, and this world a happier place in which to live.⁶

Developing Appreciation

One of the principal aims in the teaching of reading is to develop appreciation and enjoyment of what is fine in current and classical literature. If, as Dr. Snedden says, "Literature is what literature does," producing changes in our thinking, feeling, and doing, the source is world wide and as varied in interests as the activities of life which have found expression in literature. In this sense, the term literature becomes all inclusive, with the literature of knowledge on the one hand, and the literature of power on the other.

Literature Reflects Life

The literature of knowledge should be so developed as to cultivate intellectual interests to such a degree that habits will grow in reading from all kinds of wholesome matter through which is gained an understanding and appreciation of the great social, civil, and industrial activities; a warmer sympathy for the workers of the world; and a broader conception of human relationships.

The literature of power stirs emotional centers hitherto untouched, and furnishes an outlet for thoughts and feelings which need to find expression, if they are to live. It is one of the avenues through which we may learn to appreciate and control the values of life.⁷

Beware of Sentimentality

Get the pupils to feel; do not tell them what to feel. The danger of "gushing" over our own discoveries, our own feelings, is even more damaging to our purposes than it is in connection with the appreciation of thought.

The tendencies to contempt, or insincerity, are even more harmful here. The teacher should have the grace and good judgment to respect the tastes of her pupils, even their courage to deny that they are "charmed" by a particular passage, especially if they are willing to advance explanations of dislike.

Plan your assignments to make pupils find beauties. Stimulating the search is our duty; the discovery must be left to the pupils. Give a few questions especially intended to bring out the keynote of the selection. This method is perhaps more suitable in dealing with shorter selections that can be read in a single period. It is especially appropriate for short narrative poems, such as "The Vision of Sir Launfal" or the poems of Longfellow.⁸

Supply Background

Almost all of the poetic and most of the prose selections to be read make an emotional as well as an intellectual appeal. If the lesson is descriptive of natural scenery, a picture of a beautiful landscape may serve to put the child into an appreciative attitude. The feelings of sympathy as in the *Poor Little Match Girl* when it is begun, can be stirred by a picture of the unfortunate little peddler.

Another means of giving an emotional preparation is to place the child in the midst of the most characteristic situation of the story and let him live through the inevitable joys or sorrows. For example, before beginning the poem, "Excelsior," questions concerning the topography of Switzerland and the severity of the snowstorms should be asked. With this picture in their minds ask, "What dangers might befall you, if you started out on a journey just as such a storm was breaking out?" While the children's imaginations are conjuring up added terrors, read the poem.⁹

The atmosphere of the schoolroom should be pervaded with the charm which emanates from beautiful pictures. Copies of good pictures are so cheap that no school can be excused from having many of the best in albums and on the walls. It costs a little to buy good frames, but sometimes the boys can make artistic frames in the manual training class, or the pictures may be placed in albums made from old geographies.¹⁰

Subject Matter for Thought

Reading for appreciation demands first that one understands the meaning. This meaning recalls former experiences and associates them in such a way as to excite the imagination and finally to awaken in the reader emotions similar to those that originally possessed the author.¹¹

An exercise that is useful for increasing appreciation is to ask the pupil to choose and read aloud the paragraph which he likes

²Moore, *The Primary School* (Chicago: Houghton Mifflin Co., 1925), p. 251.

³Get & King, *The Teaching and Supervision of Reading* (New York: Charles Scribner and Sons, 1927), pp. 74-75.

⁴Bonser, *The Elementary School Curriculum* (New York: Macmillan Co., 1924), pp. 307-308.

⁵*The Classroom Teacher*, Vol. 2, 104 S. Michigan Ave., Chicago, p. 228.

⁶Stormzand, Martin J., *Methods of Teaching* (Chicago: Houghton Mifflin Co., 1924), p. 186.

⁷Klapper, *Teaching Children to Read* (New York: D. Appleton Co., 1926), p. 133.

⁸Charters, W. W., *Teaching the Common Branches* (Chicago: Houghton Mifflin Co., 1918), p. 196.

⁹Briggs, Thomas H. & Coffman, Lotus D., *Reading in Public Schools*, Row, Peterson and Co., 1911, pp. 189-190.

¹⁰Garesché, E. F., S.J., "Training for Life," *CATHOLIC SCHOOL JOURNAL*, November, 1926.

¹¹Anderson-Davidson, *Reading Objectives* (Chicago: Laurel Book Co., 1925), pp. 293-294.

best from the lesson story, and to give reasons for his choice. This is a favorite exercise and has definite value. It develops critical appreciation on the part of the child and involves careful reading, both silent and oral. One may also have the children choose a new title for the story.

Good results are largely dependent on the selection of reading matter that is well suited to the intelligence of the child, that might have come out of his experience, and yet that is vital enough to be interesting.¹²

The busy teacher often forgets that the child comes to her with feelings, interests, and impulses, which are well ingrained and are part of childhood. These inherent desires and capacities, when properly aroused and directed, become the basis for literary appreciation.

Hero Worship

Every child yearns for some hero in whom he can place his faith. Though the child may not be able to discuss his hero, he feels the heroism in him enough to admire him. Literature, surely, is capable of satisfying this yearning.

"Appreciation is caught, not taught." If children came to us with no native interests this "appreciation" could not be caught. But, coming as they do with a rich basis for literary appreciation, we have only to call forth what already exists. We need only apply the magic touch. The only condition necessary is a stirring enthusiasm on the part of the teacher. We cannot teach others to like what we ourselves do not love. We cannot lead others to revere what we ourselves do not worship. Enthusiasm is contagious, but out of passive interest no inspiration springs.¹³

Reading and Living

Nature has endowed the child with certain fundamental instincts which constantly urge him to action. Lift the curtain of the past and let him see the panoramic pictures of life as painted in history. Journey with him to foreign lands; acquaint him with the interesting peoples of the earth, so that he may develop a broad and sympathetic attitude toward beings everywhere. Turn his attention to the field of industries in order that he may know how the world is fed, sheltered, and clothed. Lead him to associate with the great characters of fiction interesting to boys and girls of his age. In short, encourage the child, in his reading, to run the whole gamut of his interests until he has enjoyed vicariously all the experiences he is capable of appreciating.¹⁴

"Those who know child nature deepest and best, also know that the child's grasp of things emotional and spiritual awakens earlier and is sensed far deeper than is generally credited.

"The appreciation of good reading, as in the proper teaching of religion, is through the feelings and emotions. This is an effective key to unlock the gateway to the human will, and a lever that sets the will in motion.

"So many of the children we instruct will be poor all their lives in this world's goods,

but what riches will be brought into their lives by the one who instills into their hearts an abiding love for reading, and a craving for the best in literature."¹⁵

¹⁵Murray, Sister Susanna, S.C., "Reading During Adolescent Years," CATHOLIC SCHOOL JOURNAL, April, 1932.

A Marian Exhibit

*Sister Irma Claire, S.S.J.**

IT IS customary during the class in audio-visual-sensory techniques to have an exhibit of projection equipment with opportunity to examine and operate various kinds of projectors. Exhibited also are the various types of visual aids. The exhibit is as complete as availability of materials will permit. In the room set aside for the purpose there is a table for each teaching aid. With each teaching aid are bibliographies, reference materials, and advertising material from the companies which have responded to the request for information. Everything is carefully arranged and well labeled.

Projectors and Record Players

The following projectors are available. For motion picture projection: De Vry, 35mm., sound; Victor, 16mm., sound; Eastman, 16mm., silent; for combination glass slide and opaque projection, Delineascope, Balopticon, Beseler; for slide film and 2 by 2-in. slides, two S.V.E. projectors; for microprojection, seoscope; for stereographs, telebinocular and hand stereoscopes. Auditory aids available include R.C.A. radio victrola and dual speed "Musitron."

Each committee chairman prepares herself thoroughly by saturating herself in information concerning the aid for which she is responsible so that she becomes a highly satisfactory source of information.

This year it was decided to have the exhibit in the form of an integrated unit. Inspired by the theme of the Marian Congresses, and the centennial anniversary of the consecration of the United States to the Mother of God under the title of her Immaculate Conception, the class agreed to present, as a course project, a unit of integrated audio-visual-sensory aids in the form of an intraschool exhibit, the purpose of which would be to arouse and promote interest and zeal in the Marian movement, as well as to offer a means of approach to those of the whole school population who were unfamiliar with what the audio-visual class had undertaken and accomplished.

Various Materials

Early in the course there were listed on the blackboard the names of agencies promoting devotion to Mary on a national scale, such as Sodality, Rosary Confraternity, The Family Rosary, Scapular Confraternity, Central Asso-

ciation of the Miraculous Medal, Legion of Mary, Our Lady of Sorrows, Our Lady of Perpetual Help, and the Marian Library.

Individual selection of subject was followed by the formation of committees and the election of a chairman by a group. Instructions and general plan of the activity project were discussed. Reading lists were posted. Each chairman assigned individual reports which were to be given in the form of dramatization, original radio script, mock broadcast, narration, illustrated talk, etc., during the exhibit.

At intervals during the course each chairman checked on the progress of her group, which, in addition to preparing a poster, made a booklet. In this were recorded an outline of the findings on the research subject, a bibliography, illustrative materials, clippings, pictures, instructive excerpts, brochures, and pamphlets. Practically every source of information was utilized. The origin, symbolism, and history of every phase of devotion was recorded and illustrated in these Marian booklets.

The bulletin board served to publicize and introduce the exhibit. It furnished the historical background by means of clippings, pictures, photographs, poems, news items. It thus functioned in the motivation and interpretation of certain phases of the project. About the middle of the fourth quarter of the course the chairmen announced that everything was ready.

An exhibit focuses attention on a group of materials assembled according to plan. Here there was one idea back of an illustrated headline: "To Hasten the Reign of Mary." In order to assure immediate recognition of the unity of the exhibit, the posters were uniform in size and style. They were arranged as attractive decoration and background material. To add interest and in keeping with the theme, Mary's colors of blue and white were dominant. Lighting was effected with contrast in mind so that the exhibit stood out against its background. Floral decorations were these symbols of Mary: roses, lilies, lilies-of-the-valley, marigolds, and maiden hair ferns. For sound effects, transcriptions and records were played on the dual speed "Musitron" with amplification.

Films and Records

Music owes much to Mary, for the music of the masters has its roots in the chant and polyphony of the Church; and songs in praise of Mary trace back to the dawn of Christian-

¹²Brown, Margaret, *Normal Instructor, Intermediate Grade Reading*.

¹³Klapper, Paul, *Teaching Children to Read* (New York: D. Appleton Co., 1926), pp. 161-162.

¹⁴Harris-Donovan-Alexander, *Supervision and Teaching of Reading* (Richmond, Va.: Johnson Publishing Co., 1927), pp. 297-298.

*Villa Maria College, Erie, Pa.

ity: Who knows but that the Plain or Gregorian Chant has felt the touch of Mary's lullabies, or even those first Christian hymns: Elizabeth's *Ave* and Mary's *Magnificat*?

Choral groups of the school made recordings of: *Alma Redemptoris Mater*, *Ave Regina Coelorum*, *Regina Coeli*, *Salve Regina*, *Magnificat*, *Ave Maris Stella*, *Stabat Mater*. Transcriptions of these were played alternately with the following Victor records: Gregorian chants sung by choir of monks of the Abbey of Saint Pierre de Solmes, *Assumpta Est Maria*—12547B, *Virgo Dei Genitrix* and *O Quam Glorifica*—12549B, the antiphons, *Alleluia*, *Lapis Revoltus Est*, *Quem Quaeris Mulier*, *Noli Flere Maria*—12548B; *Ave Maria*—Schubert, Marian Anderson—14210, violin and piano—7103, organ—14368, violin-organ-harp Boston "Pops" orchestra—13589, violin-piano with John McCormack—8033; *Ave Maria*, Bach-Gounod, organ—21216, violin and piano with John McCormack—8032, Victor concert orchestra—36029; *Angelus-Massenet*, organ—35767, Victor symphony orchestra—36376; The Rosary, Nevin, organ—21216.

Introducing the exhibit were the 16mm. sound motion picture films: *Ave Maria* film of the Cathedral of Norte-Dame de Chartres accompanied by the music of Bach, Casciolini, Gounod, Mozart; Day of Guadalupe, film produced at the shrine of Our Lady of Guadalupe. Both films are available from Sunray Films, Inc., 2108 Payne Ave., Cleveland 14, Ohio, at daily rental rate of \$3 and \$3.50.

Marian scenes from the New Testament were dramatized by means of puppets and marionettes.

The following slide films on what Catholics have contributed to American history were projected: Catholic Discoverers and Explorers of America, Catholic Colonizers of America, Catholic Missionaries in America, Catholics in American Civic Life, Catholics in Social Welfare Work, Catholics in the American Army and Navy. The following slide films were shown, also: Our Lady of Lourdes, Our Lady of Fatima, Our Lady of Guadalupe. All of these films are single framed, supplied with manuals, and may be obtained at \$2 each from CO-OP Parish Activities Service, Effingham, Ill.

All through the centuries, from the days of the catacombs to the ages of faith and chivalry, the Church has utilized the beauties of creation and art that they may be united in one glorious symphony of praise. With this in mind, the following selection of Madonnas was made.

The Society for Visual Education, 100 East Ohio Street, Chicago 11, Ill., has a large number of Madonnas available in kodachrome slides. Many of these were photographed from the original paintings in the National Gallery of Art, Washington, D. C. Each slide mounted between glass costs sixty cents. Those projected were: Immaculate Conception, Murillo; Madonna in a Rose Arbor, Lockner; Madonna in the Meadows, Raphael; Madonna in the Forest, Lippi; Madonna of the Carnation, Luini; Madonna of the Goldfinch, Tiepolo; Madonna of the Harpies, Del Sarto; Madonna of the Olives, Barabino; Madonna of the Rabbit, Titian; Madonna of the Rocks, Da Vinci; Madonna of the Rosary, Murillo; Madonna of the Stars, Fra Angelico; Madonna of the

Trees, Bellini; Madonna of the Pomegranate, Botticelli; Sistine Madonna, Raphael; Virgin with Blue Diadem, Raphael; The Child Mary, Carmichel; The Assumption of the Virgin, Carpi; The Nativity, Luini; Holy Night, Maratti; Madonna, Perugino; the Sorrowful Mother, Sassoferrato; Madonna of Peace, Fra Angelico.

Kodachrome slides of the Mysteries of the Rosary (Parish CO-OP) were explained in choral verse while being projected.

Slides and Pictures

From Allied Educational Service, Box 26, Dubuque, Iowa, organized programs consisting of kodachrome slides, projector, and bound manuscripts may be obtained. These programs may be rented for \$5; if projector is not needed, fee is \$2.50. Pertinent to the subject under consideration are: Glory of the Madonna; The Seven Dolors; Madonna Enthroned; The Rosary; and Mary, the Mother of God.

Many of the classic works of art are embodiments of Catholic ideals. The Church was not merely an accidental beneficiary of treasures which later proved priceless, she was an active force in their creation.

For opaque projection were used prints of the masterful works of world-famous architects, builders, and sculptors, such as: Notre Dame of Chartres, Basilica of St. Mary Major, St. Mary of the Snow, Our Lady of the Flowers, Notre Dame of Paris, Cathedral of Rheims, Cathedral of Speyer, Cathedral of Seville, Cathedral of Toledo, Cathedral of Immaculate Conception of Havana, Pieta by Michelangelo, Pieta by Della Robbia, Pieta by Faggi, Queen of the World by Fatto,



The Marian Exhibit at Villa Maria College, Erie, Pa.

Mother and Child by Michelangelo, Madonna and Child by diDuccio, Madonna and Child by Amadeo, Madonna and Child with God the Father and Cherubim by Della Robbia, The Virgin in Adoration by Della Robbia, Madonna and Child by Donatello, Madonna Adoring Child by Civitate, Adoration of the Shepherds by Fontana, Madonna and Child by Ferucci, The Nativity by Gagini, The Adoration of the Shepherds by Verrocchio.

Excellent prints may be obtained from the following sources: The Queen's Work, 3742 West Pine Blvd., St. Louis, Mo.; Art Extension Society, 65 East 56th Street, New York, N. Y.; Elson Art Publishing Co., Belmont, Mass.; The Medici Prints, Foster Bros., 4 Park Square, Boston, Mass.; F. W. Owen Publishing Co., Dansville, N. Y.; Perry Picture Co., Malden, Mass.; Artext Prints, Inc., Westport, Conn.

Art influenced by the Blessed Mother manifested itself in the building of beautiful cathedrals, in painting, in sculpture, in poetry, drama, and liturgy to such an extent that the Church taught her children effectively by this means before the advent of the printing press. It fulfilled a noble purpose. It should continue to do so.

Every medium through which the soul can be brought closer to God and His Holy Mother should be used. The Church has bequeathed to us a rich heritage of culture. Let us take advantage of it. Let noble sculpture, fine pictures, and inspiring music draw us nearer to Mary Immaculate, Patroness of U. S. A. and Queen of angels and of men.

As a whole the exhibit seemed to be successful. The enthusiasm of the members of the class was contagious and unusual interest was manifested. Several people returned a second or a third time for additional information. The exhibit seemed to clarify general thinking on the function of audio-visual sensory techniques in education.

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 Steck, *Our Lady of Guadalupe*, Paulist.
 Tanco, *Our Lady of Guadalupe*, Paulist.

MAGAZINES

- America*; *Annals of Our Lady of the Angels*; *Annals of Our Lady of the Cape*; *Apostle of Mary*; *Ave Maria*; *Carmelite Review*; *Catholic Apostolate*; *Catholic Home Journal*; *Catholic World*; *Christian Family*; *Dominican Bulletin*; *Immaculate Heart Client*; *Jesuit Mission*; *Magnificat*; *Marianist*; *Mary Immaculate*; *Mary's Mission*; *Maryknoll*; *Messenger of Our Lady of Prompt Succor*; *Messenger of the Sacred Heart*; *Miraculous Medal*; *Missionary Servant*; *Novena Notes*; *Oblate World*; *Our Lady's Digest*; *Our Lady of Fatima*; *Our Lady's Missionary*; *Perpetual Help*; *Queen's Work*; *Rosary*; *St. Anthony's Messenger* (October, 1942); *Salve Regina*; *Savior's Call*; *Scapular*; *Sentinel of the Blessed Sacrament*; *Servite*; *Sign*; *Vincentian*.

PLAYS

- Collins, Rev. Jos. B. and Toomey, Rev. J. D., *Our Lady of Lourdes*, Catechetical Guild.
 Drinkwater, Rev. F. H., *Gabriel's Ave*, Baker, Boston.
 Johnston, J. J. and Shay, Eileen, *Pageant of Our Lady*, W. H. Baker, 178 Tremont St., Boston, Mass.
 McMullen, J. C., *Behold the Handmaid of the Lord*, 448 South Hill St., Los Angeles, Calif.
 Queen's Work Play Catalogue, Queen's Work Press, St. Louis, Mo.

RADIO PLAY

- Kavanaugh, Rev. M. F., S.J., *Good Morning, Mary*, Woodstock College, Woodstock, Md.

MAP

- O'Connell, *Catholic Pictorial*, depicting Catholic contribution in the history of America, Chase-O'Connell, Boston, Mass.

Vocational Guidance for the Handicapped

Florence A. Waters *

Only goals which are attainable should be set up for the youngster.

—Hyman Goldstein

AMONG some clippings in my files I find one of unidentified origin. It reads: "The waste of man power and human efficiency in the adult by forcing a change of occupation often necessitates great sacrifice and great economic loss on account of the necessary retraining and rehabilitation attendant upon the preparation for a new occupation. Whenever this calamity has to be faced by the deafened adult it becomes a well-nigh insurmountable barrier."

Prevention First

In dealing with physically handicapped young people, the great work of *prevention* of as many as possible of the evil effects of the infirmity takes on added significance in the light of vocational guidance. Prevention, first of all, of increased disability through adequate medical care, prevention of inadequate education and specialized training, prevention of mental and emotional maladjustments, and finally, prevention of a mistaken choice of occupation.

Writers and speakers in the field of deafness stress the fact that few occupations are definitely closed to the hearing handicapped. They cite case after case in which deafened persons have made good in various professions, industries, and arts. But this is far from saying that any handicapped person may go and do likewise. Emphasis, it is generally believed, should be placed on training and competence and on those mental and character traits that have heavy bearing on success in any line of endeavor.

Aptitude and Ability

Vocational counselors are now pretty well agreed that, in advising a physically handicapped young person, intelligence, aptitude, and interests should be given precedence. Only after these have been taken into account should a physical disability be considered as a possible barrier to success in the contemplated field. And even here, great care should be exercised in ruling out certain types of occupation. Hyman Goldstein says, "Perseverance and industry may often knock into a cocked hat any sure-fire predictions of failure." In hearing loss the medical prognosis is, of course, highly significant where the chosen field demands at least a fair amount of hearing.

Many professions within professions, specialized branches in which intensive training and superior intelligence count the most, give

opportunity to the hearing handicapped. I have in mind a friend, totally deafened, who is a highly successful laboratory technician in a large hospital. William J. Reilly, in his book *How to Find and Follow Your Career*, says that a general field of work which most interests the youth can be chosen and the hard of hearing youth should be able to find some branch or unit within that field which his handicap will not rule out. He says further, "Look over authoritative literature in any field and find there a statement of what is needed in that field. You or anyone else who can write can communicate with leaders in any field who will be glad to tell you some of the unsolved problems that lend themselves to specialized work and study."

It seems highly important to the youth, especially one who carries a physical burden, that he understand well all the demands made upon workers in any particular occupation before he begins his preparation for it. Time is a precious element where study and effort make more than ordinary demands on nervous energy and where a change of direction is not so easily taken in stride.

A Human Attitude

Changing conditions that are taking more and more of our youths into college are favorable to the physically handicapped. This means that hard of hearing boys and girls now are given more encouragement and a warmer welcome in universities and colleges than was the case some years ago. Consequently latent talents and ambitions now are more apt to be brought to light and the

world eventually benefited to an astonishing degree. There was a time—and it has not yet entirely disappeared—when hearing handicapped young people, their education curtailed through lack of equalized opportunity, were glad to accept any work, however distasteful, that gave them a living, even a poor living, and often at the sacrifice of superior underlying qualities.

Employers Need Education

Where intensive training in a chosen life-work has been received, in a profession, industry, business, or art, employer attitude is the next hurdle. The use of a mechanical hearing aid and some skill in reading the lips—training in lip reading being taken for granted—may minimize the hearing handicap. But as long as a handicap of any degree remains, the attitude of the prospective employer presents a problem.

The American Hearing Society with headquarters in Washington, D. C., has done much toward the solution of this problem through widespread endeavor to make employers see that deafness may lead to more concentrated attention, that the deafened person, trained to the highest possible skill, is apt to give more rather than less of the required time and effort, in order to offset the undesirable aspects of his handicap. Much could be written about the Workman's Compensation Act as it effects the hearing handicapped, but space permits only mention of the fact that the Act itself does not prevent employers from taking hard of hearing workers. Only mistaken interpretation of the Act does that.

Work and Mental Health

All young people, with special emphasis on the physically imperfect, should be taught the great value of interesting work. While work may mean their very bread and butter, it is also a preventive and a remedy for many of life's ills. The healing power of work should never be underestimated. Good morale demands purposeful work and even where there is no financial need of earning money, the proved ability to do so increases self-respect and is a powerful safeguard to mental health.

Where the trend of childhood training is toward complete acceptance of the will of God, many of the undesirable personality traits so often accompanying physical defects will have been prevented or disposed of before the young person is ready to take his place among the responsible workers of the world. He will have learned that to give all one has of physical, mental, and spiritual powers to God and to one's fellow men—regardless of the world's estimate of the value of those powers—is to have achieved the acme of success.



—G. C. Harmon

Helping at Home.

*Bureau of Education, Archdiocese of St. Paul, St. Paul 2, Minn.

The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, Ph.D., LL.D.

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Question of the Month

The Parish School District: How shall the area from which a parish school shall draw its pupils be determined? Are the reasons for setting the parish limits the same as those for determining the parish school district? What are they? Should a parish school be a six-grade school or an eight-grade school? Is the parish ordinarily able to finance the exploratory courses of the modern junior high school? Are transportation factors taken into account? Is the number of children in the area considered? How about the possible financial support? Is the location of the church the best location for the school? What are the population tendencies of the area? — E. A. F.

The Diocese and the Parish

There is no good reason why Catholic administrators and teachers and parents should not study the methods and techniques of public educational administration. Catholic education should adopt and utilize the best administrative methods to achieve its high purpose, no matter what the source.

From a report of the educational administrators of the public schools about which we have said harsh things, we are glad to quote a paragraph that is very suggestive for Catholic education. The report on "Schools for a New World" (p. 249) says:

"The state's role is one of stimulation, leadership, and guidance. The state should put behind the education of every child, without limitation as to race, creed, or geographical location, a guarantee of a minimum educational opportunity that meets desirable standards. At the same time, there should be provision for the local community, through its own financial resources, to build upon the minimum program in terms of local ability, local need, and local ambition."

It would be interesting to find out whether this paragraph means, in the unlimited sense it is used, the provision for education of children of the Catholic creed in Catholic schools. We do not pursue that question further.

But is not the function assigned to the state in this quotation the function of the diocese: "stimulation, leadership, and guidance," and where Catholic children are in Catholic schools inadequately equipped, housed, or taught, to guarantee to such children a minimum educational opportunity that meets desirable standards? If we substitute the word *parish* for *local communities*, we have a fairly good statement of the function of the parishes — the *whole* parish. The parishes must build their programs on local ability, local need, and local ambition.

We have a long way to go before these conceptions of the diocesan and parish functions are realized. Let us translate the ultimate goal into steps — and let us take up the *next* steps, one by one. — E. A. F.

National and International Study of Textbooks

The National (U. S.) Conference on UNESCO (United Nations Educational, Scientific, and Cultural Organization) attracted 1000 delegates to Philadelphia in March from educational, professional, civic, fraternal, labor, religious, and other groups in this country. This is one of the national groups to help the official organization of UNESCO to achieve its purpose: the peace and security of the world by educational, scientific, and cultural means and co-operation.

Of especial interest to educators is the proposal for the revision of textbooks. This indicates a rather delayed consideration of the educational problem, and should make us keep in close touch with the problem in view of the well-known opinions and ideas of the Secretary General of UNESCO, Julian Huxley.

From the newspaper report in the *New York Times*, the textbooks are to be revised to eliminate "nationalistic, jingoistic, and chauvinistic attitudes." There are other attitudes that are inimical to the peace of the world, such as religious and racial prejudices that are not mentioned in the news report, e.g., anti-Semitism.

An interesting part of the news report was the record of the action that the National Conference pledged its support and agreed to co-operate by starting to clean house in this country. How such a pledge can be implemented by this group will be of great interest to parents, to schools, private and public, to authors, and to publishers. The task is a very difficult one, both in the determination of what is nationalistic, jingoistic, and chauvinistic, and otherwise inimical to peace, as well as to convince publishers to discontinue editions that are objectionable, and to revise them. We shall in a later editorial attempt to review the extraordinarily careful work done privately by a Catholic Commission in Great Britain and the success of its effort.

We note, awaiting the official report of the Conference, some other things that are planned: (1) a constructive program to improve textbooks, (2) the encouragement of countries to make bilateral and regional agreements about textbooks and other teaching material, and to prepare "model agreements" for the nations. What these agreements are to be and the need for them is not clear in the news dispatches. This should put publishers, authors, teachers, and administrators on the alert to discover what is "hatching."

We must become actively interested in all the activities of UNESCO and particularly of the National Conference and the American representatives in the official body. We should give plans, programs, and proposals the benefit of our best constructive criticism prior to formal action if possible. In any case, show your interest. — E. A. F.

English for Catholic Leadership

Superintendents, supervisors, principals, and teachers will find a challenge to Catholic high schools in Brother George N. Schuster's article, "English for Catholic Leadership" in this issue of THE CATHOLIC SCHOOL JOURNAL. The article deserves to be read and analyzed and discussed. It will supply the basis for planning a high school course in English that will put our youth on the road to Catholic leadership.

The article is an address delivered by Brother George at the recent regional meeting of the high school department of the N.C.E.A. at Chicago. The enthusiasm of its reception indicates that our teachers appreciate Catholic leadership for themselves as well as for their students.

Brother George N. Schuster, S.M., is the editor of *Catholic Authors Past and Present*, a device which has helped to bring vitality and real significance to the English classes in many Catholic high schools. — E. W. R.

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Teaching by the Calendar

THE CHURCH CALENDAR

April 23. Solemnity of St. Joseph, Patron of the Universal Church. This feast of St. Joseph, Patron of the Universal Church, is observed on Wednesday in the third week after Easter. Frequently say the prayer, "To thee, O Blessed Joseph," for the special needs of the Church today and let each child ask St. Joseph for help in the particular problems of himself and his family.

April 25. St. Mark, a disciple of St. Peter, who wrote one of the four Gospels. On this day there is a procession with the singing of the Litany of the Saints to implore God's blessing on the harvest.

April 30. St. Catherine of Siena, who persuaded Pope Gregory XI to return to Rome from Avignon. This is also the octave day of the Solemnity of St. Joseph.

May 1. SS. Philip and James, Apostles. St. Philip preached in Asia and was crucified. St. James was the first bishop of Jerusalem; he was martyred by being thrown from the pinnacle of the Temple.

May 3. Finding of the Holy Cross. The cross was found by those working under orders of St. Helen. A miracle proved it to be the true cross.

May 6. St. John before the Latin Gate. St. John, "the Disciple whom Jesus loved," is the only one of the 12 Apostles who did not actually die from the tortures of martyrdom. But the red vestments of a martyr are used on this feast because he suffered the tortures of martyrdom. He was cast into boiling oil near the Latin Gate of the city of Rome. By a miracle he came out of the oil more healthy and vigorous than before.

May 8. Apparition of St. Michael the Archangel. St. Michael appeared in Italy in the sixth century and asked that a church be erected on Mount Gargano. Numerous miracles have occurred here. Read what Father McAstocker says about St. Michael in the book *Speaking of Angels*.

May 12, 13, 14. Rogation Days. (Asking days or prayer days on which we pray for good crops.) Let us pray for our own needs and for those who are hungry.

May 15. The Ascension of Our Lord. Holyday of obligation. This is also the feast day of St. John Baptist de la Salle, who founded the Brothers of the Christian Schools.

May 24. Vigil of Pentecost. Fast and abstinence. This is also the feast day of Our Lady Help of Christians.

May 25. Pentecost Sunday, the birthday of the Church. "Come Holy Ghost, fill the hearts of

Thy faithful, and enkindle in them the fire of Thy divine love."

May 28, 30, 31. Ember Days, fast and abstinence. Ember Days are days of prayer and penance to entreat the blessing of God on the approaching season. The sacrament of holy orders is conferred on ember days.

June 5. Corpus Christi, the special feast in honor of our Lord in the Blessed Sacrament.

June 13. The Most Sacred Heart of Jesus.

June 21. St. Aloysius, patron of youth.

June 24. Nativity of St. John Baptist.

June 29. SS. Peter and Paul.

BIRTHDAYS OF AUTHORS

Joseph Addison (b. May 1, 1672; d. June 17, 1719). The well-known copublisher of *The Spectator*.

Robert Browning (b. May 7, 1812; d. Dec. 12, 1889). An important English poet.

Sir James M. Barrie (b. May 9, 1860; d. June 19, 1937). Noted Scottish novelist and dramatist. Author of *The Little Minister* and *Peter Pan*.

James Bryce (b. May 10, 1838; d. Jan. 22, 1922). Well-known British ambassador to the U. S., who wrote *The American Commonwealth*, a careful study of the government of the U. S.



Gilbert K. Chesterton, Born, May 29, 1874. Died, June 14, 1936.

Dante G. Rossetti (b. May 12, 1828; d. April 10, 1882). English poet and painter.

Sir Arthur Sullivan (b. May 13, 1842; d. Nov. 22, 1900). One of the collaborators in producing the famous Gilbert and Sullivan light operas.

Sigrid Undset (b. May 20, 1882). Norwegian novelist, born in Denmark, now living in the U. S. Her research work in history convinced her of the truth of Catholicism.

Alexander Pope (b. May 21, 1688; d. May 30, 1744). Noted English poet.

Ralph W. Emerson (b. May 25, 1803; d. April 27, 1882). Noted New England writer.

Gilbert K. Chesterton (b. May 29, 1874; d. June 14, 1936). Noted English writer, a champion of Catholic ideals.

Walt Whitman (b. May 31, 1819; d. March 26, 1892). Well-known American champion of free verse.

James W. Johnson (b. June 17, 1871; d. June 26, 1938). American Negro author and diplomat.

Paul L. Dunbar (b. June 27, 1872; d. Feb. 9, 1906). Well-known American Negro poet.

PRESIDENTS OF THE U. S.

U. S. Grant (b. April 27, 1822; d. July 23, 1885). Eighteenth president; famous general in the Civil War.

Calvin Coolidge (b. July 4, 1872; d. Jan. 5, 1933). Thirtieth president.

John Quincy Adams (b. July 11, 1767; d. Feb. 23, 1848). Sixth president.

HISTORICAL CHARACTERS AND EVENTS

May 1. Child Health Day. Sponsored by Children's Bureau, Federal Security Agency, Washington 25, D. C. Originated by Mrs. Aida DeAcosta Root and authorized by Congress in 1928.

May 4. National and International Music Week. Sponsored by the National Bureau for the Advancement of Music, 315 Fourth Ave., New York 10, N. Y.



Pope Pius XI. Born, May 31, 1857. Died, Feb. 10, 1939.

May 4-11. Religious Book Week. Sponsored by the National Conference of Christians and Jews, Inc., 381 Fourth Ave., New York 16, N. Y.

May 4-11. National Family Week. Sponsored by the International Council of Religious Education, the Synagogue Council of America, and the Catholic Conference on Family Life.

May 5. Arbor Day or Arbor and Bird Day. See this date in *Anniversaries and Holidays*, by Mary E. Hazeltine (Am. Libr. Association, 1944) for a history of the observance, its results, and a bibliography for programs. Arbor Day is widely observed, the time varying with climate. In Nebraska it is observed on April 22, the birthday of its author, J. Sterling Morton. In the first 17 years of Arbor Day in Nebraska more than 350 million trees were planted in this prairie state where they were much needed.

May 11. Mother's Day. Observed on the second Sunday in May, upon proclamation of the President of the United States.

May 12. National Hospital Day. Sponsored by the American Hospital Association, 18 East Division St., Chicago 10, Ill. May 12 is the birthday of Florence Nightingale.

May 18. National Citizenship Day (I Am an American Day). Since 1940, proclaimed annually by the President of the U. S. for the third Sunday in May, in honor of all who by naturalization or becoming of age have become citizens.

May 18-24. "Buddy" Poppy Week. Sponsored by Veterans of Foreign Wars of the U. S., Broadway & 34th St., Kansas City 2, Mo.

May 30. Memorial Day. Legal holiday in most of the states.

May 31. Birthday of Pope Pius XI (b. May 31, 1857; d. Feb. 10, 1939).

June 1. Birthday of Father Jacques Marquette, S.J., the great missionary who explored the Mississippi River (b. June 1, 1637; d. May 18, 1675).

June 14. Flag Day. On June 14, 1777, the Continental Congress formally adopted the Stars and Stripes as the flag of the U. S.

June 15. Father's Day. Sponsored by the National Council of the Y.M.C.A., Third Sunday in June.

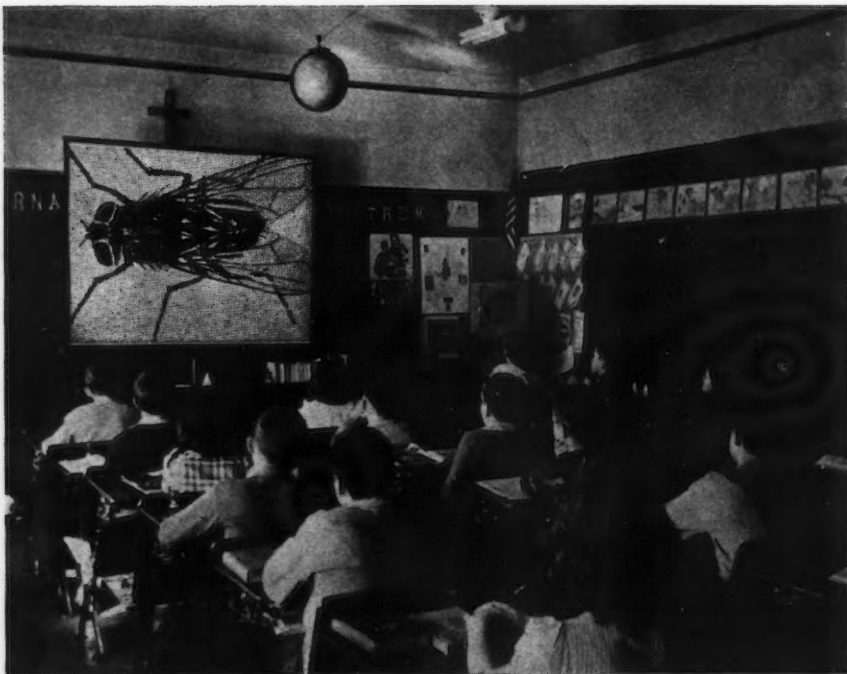




St. Joseph's School Has an Enrollment of 110 Pupils. It Maintains the Highest Educational Standards.



A Typical Audience Enjoys the Technicolor Feature "Home in Indiana." Only Top-Quality Pictures Are Shown.



The World Is Brought to the Classroom Through 16mm Instructional Sound Films. Here the Class Is Being Shown a Film on Health.

Movies Bring Fun and Facts to a Rural Parish

*Eldon Imhoff **

Back in 1943 when St. Joseph Parish installed a 16mm. sound movie projector its pastor, Father J. I. Patnode, envisioned the benefits which could be brought to all ages through recreational and instructional sound films.

St. Joseph's is a typical rural parish located at Key West, Iowa, six miles southwest of Dubuque, serving the spiritual needs of 115 rural families. A four-room elementary school staffed by Presentation Sisters has an enrollment of 110 pupils.

Father Patnode's former experience as principal of Loras Academy, Dubuque, had already brought him into contract with the many educational opportunities of motion pictures of various types. These included the instructional classroom films such as those in the fields of health, geography, social sciences, etc.; likewise the many free industrial films making an educational contribution.

With this background, it was only natural that Father Patnode would want to bring these educational advantages to his school and thus tap the tremendous film resources available.

At St. Joseph's School, both free and rental films are integrated with courses of study. By thus bringing the world to the classroom, these rural pupils are afforded the educational advantages of the largest city school.

Father Patnode recognizes the fourth "R" in education as religion, and he adds a fifth "R," recreation. Every two weeks the best in 16mm entertainment feature films is presented to the entire parish. These features are selected on the basis of recreational and cultural values, and keyed to rural tastes.

An important factor contributing to the success of these programs is the preliminary planning and promotion. Fourteen fall, winter, and spring programs of top quality are selected and booked during the preceding July. Announcements are thereafter prepared, listing the entire series, and distributed to all parishioners. Season tickets in strip form are made available, each ticket bearing the title and date of one of the programs. Adult season tickets are \$2, while those for children are \$1. Separate identifying colors are used for each group. Ninety-eight per cent of admissions are through the medium of season tickets, since individual tickets cost 25 cents each for both adults and children.

The season sale averages slightly more than two adult tickets per family and a corresponding number for children. Although these pro-

*Victor Animatograph Corporation, Davenport, Iowa.

grams are not intended as a money raising project, their cost is, however, amortized with an additional small margin of profit.

A recent schedule of programs, every other Thursday from mid-September to the end of March included: The Song of Bernadette, The Sullivans, My Friend Flicka, Happy Land, Home in Indiana, Wing and a Prayer, Jacare, Mighty Treve, Sunday Dinner for a Soldier, Thunderhead, Confirm or Deny, Drums Along the Mohawk, Young Mr. Lincoln, and Little Men.

Rev. J. I. Patnode, Pastor of St. Joseph's Parish, Considers Movies an Important Element in a School and Parish Program.



Trigonometry in Grades 9, 10, and 11

*Sister Florence Marie, O.S.F. **

THE teaching of a unit of numerical trigonometry is one of the so-called modern trends in education. Let us make it clear from the start that it is not a question of what is new alone, but rather what is new and good in the teaching of mathematics. It was on December 29, 1902, that Professor Moore of the University of Chicago delivered his epoch-making address on the "Foundations of Mathematics." He stated, "As a pure mathematician, I hold, that by emphasizing steadily the practical sides of mathematics, that is, arithmetic computations, mechanical drawing, and graphical methods generally, in continuous relation with problems of physics and chemistry and engineering, it would be possible to give very young students a great body of the essential notions of trigonometry, analytic geometry, and the calculus."

Prior to the prophetic words of Professor Moore, we find Klein of Germany suggesting that algebra and geometry be joined by making the function concept the unifying idea. Perry of England urged close relationship between the mathematical subjects and applications in the sciences and in engineering. He advocated that more of the useful parts of mathematics be brought down to the lower classes. Tannery and Borel of France recommended even more definite fusion among the mathematical subjects, and advocated the bringing down into the lower courses the elements of trigonometry, analytic geometry, and calculus.

Unified Mathematics

Charles W. Eliot held that arithmetic, algebra, and geometry be taught together from beginning to end, each subject illustrating and illuminating the other two. Charles Judd, the

author of *Psychology of Secondary Education* strongly advocated the legitimate associations of algebra with geometry, trigonometry, and the other sciences. Young in his *Teaching of Mathematics* recommended simultaneous instruction in algebra, geometry, and the other mathematical branches, in which the teacher should take advantage of the interrelations of the various subjects.

It is evident that all the foregoing recommendations aimed to bring about improvement in the teaching of mathematics by establishing closer relationships among the mathematical subjects, between mathematics and other school subjects, and between mathematics and everyday life experiences. Interest in the problem was greatly stimulated by Moore's address when he frankly recommended the breaking down of the traditional organization of "watertight compartments" by which arithmetic is taught in one compartment, algebra in another, geometry in another, and trigonometry in another. We owe to Professor Moore our gratitude for arousing the teachers of mathematics to considerable activity.

With such an explosive setoff at the turn of the century, we might well expect to observe that the first quarter of the twentieth century be a period of criticism—criticism that was expressed more and more frequently as the years progressed. Intense criticism is a healthful thing, for it brings to light the best that can be produced. True to this natural reaction, a number of forces began to work for the improvement of mathematical instruction in the high school. Not the least among these was the Report, in 1920, of the Commission on the Reorganization of Secondary Education Appointed by the National Education Association entitled "The Problem of Mathematics in Secondary Education." It provided a chal-

lenge and a warning for mathematics teachers to reorganize their subject.

Recommendations

The answer to the challenge appeared in 1923 in the form of a Report of the National Committee on Mathematical Requirements, under the title of "The Reorganization of Mathematics in Secondary Education." Strange as it may seem, it recommended the following additions for the course in secondary mathematics:

1. Numerical trigonometry for Grades 7-11, including: (a) definitions of sine, cosine, and tangent; (b) their elementary properties as functions; (c) their use in solving problems in right triangles; (d) the use of tables of these functions (to three or four places).

While the following two suggestions for addition have no bearing upon the question under discussion, we mention them just to emphasize the nature of the trends influencing the teaching of mathematics on the secondary level.

2. Elementary statistics for Grades 10-12.

3. Elementary calculus for the twelfth grade including: (a) the general notion of a derivative as a limit; (b) applications of derivatives to easy problems in rates and in maxima and minima; (c) simple cases of inverse problems, e.g., finding distance from velocity, etc.; (d) approximate methods of summation leading up to integration as a powerful method of summation; (e) applications to simple cases of motion, area, volume, and pressure.

The very slow pace at which these suggested reforms in the teaching of mathematics moved onward through the next twenty years gives strong support to the fact that teachers are, in general, extremely conservative. To even a greater degree is this true of the College Entrance Examination Board. You may say, "What has that to do with us?" Although the Board sets examinations for admission to eastern colleges, it has had a tremendous influence in determining what mathematics should be taught to children even in the remote schools of the Midwest and far West. For several decades it ignored the movements for courses in correlated mathematics. On the whole, rather than leading the way, the College Entrance Examination Board has been driven along the road of progress. And thus, as a result of the 1923 Report by the National Committee, it was forced to reflect a new spirit in its definitions and examinations. Numerical trigonometry has even found a place in the examinations prepared for the Alpha Group. Quite naturally it plays an important role in the form used for the Beta Group, while it constitutes the core, along with solid geometry, and advanced algebra, of the very rigid test administered to the Gamma Group.

Perhaps an interpretation of the three groups is in order. The Commission on Examinations had found it essential to its purpose to recognize these three groups:

Alpha—Those who do not intend to carry on in college the study of mathematics or natural science, but who base their claim to

*Teacher of Mathematics, Our Lady of Angels High School, Cincinnati 17, Ohio.

be admitted to college in part upon the study of mathematics in the secondary schools.

Beta—Those who intend to fulfill at least the minimum college requirements in mathematics or natural science.

Gamma—Those who look forward to more advanced undergraduate work in mathematics and science.

With the gradual recognition by the College Entrance Examination Board, in the 1930's, of a movement that is new and good in the teaching of mathematics, the stage was set for a period of rapid extension and development of the ideas expressed by Professor Moore in 1902. Thus we find the Report of the Harvard Committee entitled "General Education in a Free Society" and the "Second Report of the Commission on Postwar Plans," both published in 1945, making pointed statements concerning the teaching of a unit of numerical trigonometry in Grades 9, 10, and 11. Both reports agree as to what mathematics should be taught in the high school. Since the former is a general report reflecting the philosophy of a single university, we shall limit our discussion to that of the latter, which is a study of eleven specialists in the field—specialists who represent all sections of the country and different modes of thought.

Mathematical Literacy

Thesis I of the Second Report states that "the school should guarantee *functional competence* in mathematics to all who can possibly achieve it." If we are to be well adjusted citizens today, we need something more than the mere techniques involved in arithmetical computations. We need a mathematical literacy that will enable us to understand what is going on in the world about us. We need understandings, appreciations, and insights as well as as computational skills. What, then, are the concepts and skills of mathematics most needed for effective and intelligent living? The Commission on Postwar Plans of the National Council of Teachers of Mathematics answers the question by providing a check list of 28 essentials for functional competence. Of the 28 proposed questions, the following are pertinent to this discussion:

4. "Is he skillful in the use of tables (including simple interpolation) as for example, trigonometric functions?"

24. "Can he, by means of a scale drawing, develop the meaning of tangent, sine, and cosine, and can he use a three or four-place table of these ratios to solve a right triangle?"

25. "Can he solve simple verbal problems (in arithmetic, algebra, geometry, and trigonometry)?"

Under *Thesis 13*, "In most schools first-year algebra should be evaluated in terms of good practice," we note a long and impressive list of desirable trends in the teaching of ninth-year algebra. Attention is here called to the fact that "today good teachers of algebra introduce a unit of from four to six weeks' duration on the trigonometry of the right triangle."

In section IV, *Mathematics in Grades Ten to Twelve*, we find that, over and above trig-

onometry, the Commission would have us include the elements of statistics, analytic geometry, and the calculus. It would have us realize that although an attempt is made to correlate the traditional sequential courses, they are, in general, taught separately. The only explanation of this situation is the very fact that the sequential courses are the oldest mathematics courses in the high school; simply because they hold that position, it is difficult to change them. The Report continues, "However, there is great opportunity for improvement. Again we might do well to follow the example of the industrialists and go forward with improved materials and more efficient methods."

The concluding paragraph of *Thesis 17*, "The work of each year should be organized into a few large units built around key concepts and fundamental principles," strikes home the fact that by planning a year's work in terms of large units built around key concepts and fundamental principles one can help to provide a solution to the problem of integration. We read as the final statement concerning this thesis, "It is obvious that natural interrelations between algebra, geometry, and trigonometry should be emphasized."

Directly we are led to *Thesis 18*, "Simple and sensible applications to many fields must appear much more frequently in the sequential courses than they have in the past." What a golden opportunity is offered in this respect with just a fundamental knowledge of the trigonometry of the right triangle!

The brief consideration of the "Second Report of the Commission on Postwar Plans" in the light of a unit in numerical trigonometry in grades 9, 10, and 11, brings to date the historical development of one of the most significant changes in the past twenty years in the teaching of high school mathematics. It is evident that the recommendations made since the turn of the century can be carried out only if waste is eliminated wherever possible, if obsolete material is omitted, and if all the instructional materials are organized in the most effective way. The organization as well as the method of presentation should be changed to adapt it to the ability of the pupil who is to study it. To illustrate, if numerical trigonometry is to be taught in a ninth-grade class, the discussions must not be too technical and too difficult. It will be necessary to develop slowly and clearly the ideas of ratio of two line segments before attempting to define the trigonometric ratios.

An important factor contributing to the development of the movement we are considering was the appearance of high school textbooks written by conservative writers in which there is a unit devoted to the teaching of numerical trigonometry. Today all modern textbooks, worthy of a place on a list of adopted texts for the teaching of secondary mathematics, include the fundamentals of trigonometry. They introduce the new idea in precisely the manner suggested above. It will be leisure time well spent to make a perusal of recent textbooks to determine the manner of approach, the development, and the various

materials included in the unit on numerical trigonometry as presented for grades nine, ten, and eleven. The following is a list compiled as the result of such a study:

Grade 9

- a) Ratios of lengths of lines
- b) An important ratio in right triangles—side opposite side adjacent, i.e. the tangent of an angle
- c) Finding the tangents of angles from a table
- d) Practical use of the tangent
- e) Angles of elevation and depression
- f) The cosine ratio
- g) The sine ratio
- h) Airplane problems—direction, ground speed, air speed, course; track

Grade 10

- a) Indirect measurement
- b) The tangent ratio
- c) Values of the tangent ratio (graphic)
- d) Using the tangent ratio
- e) The sine ratio—values of the sine
- f) The cosine ratio—values of the cosine
- g) Using the trigonometric ratios—practical applications
- h) Several texts include Law of Sines and Law of Cosines

Grade 11

- a) The trigonometric ratios and their use—tangent, sine, cosine
- b) Angles of elevation and depression
- c) Trigonometric solutions
- d) Logarithmic solutions
- e) Sines and Cosines of obtuse angles
- f) The Law of Sines (proof)
- g) The Law of Cosines (proof)

Although we are discussing trigonometry in Grades 9, 10, and 11, it would be a culpable omission on our part not to mention the progress made in recent years toward the introduction of a similar unit in the teaching of junior high school mathematics. The movement was brought about by the realization of the fact that pupils in junior high school, that is, grades 7 and 8, need a broad view of the field of mathematics, that the subject matter of arithmetic and algebra contains a large amount of obsolete materials, and that there is a great need of units of work which have genuine and real applications in practical life. It is also believed that the subject matter of this unit is easier to understand and far more significant in value to the pupil than the materials it displaces.

Trigonometry in Grades 7 and 8

Again we invite you to look into the newer textbooks designed for Grades 7 and 8 by authors outstanding in the field of mathematics. There is no occasion for fear or concern, but rather let us recognize the fact that the trigonometry of the junior high school is merely a study of the relation between the sides and angles of a right triangle, and surely the right triangle is in the common experience of nearly all people. Moreover, it is possible to teach all that is commonly given in the

junior high school without introducing the technical terms—tangent, sine, cosine, and the like. In that case one would obviously refer to the tangent as the relation or ratio existing between the side opposite an angle and the side adjacent in a right-angled triangle.

Whether we want to admit it or not, the fact remains that the "Report of the National Committee on Mathematical Requirements," 1923, recommended that numerical trigonometry be taught in the junior high school. "The Second Report of the Commission on Postwar Plans," 1945, reiterated the statement made some twenty years earlier. As a consequence we find, at the present time, that schools which have kept step with the improvements in the teaching of mathematics are teaching this unit, in a few cases in the seventh grade, in a large number of schools in the eighth grade, and in the majority of schools in the ninth grade.

By this time two questions probably have occurred to you. We so frequently hear that pupils entering high school lack the fundamental arithmetical skills. Will not the introduction of such topics as the trigonometry of the right triangle reduce the time now given to arithmetic? If so, how can the proposed movement be expected to give better results? The cause of poor arithmetical preparation is not necessarily lack of time, for at present more than sufficient time is assigned to arithmetic, but it is the way the subject matter has been selected and presented. Dr. E. R. Breslich has found that several investigations have shown clearly that seventh- and eighth-grade pupils who have studied algebra and geometry including fundamental trigonometry, in addition to arithmetic, actually know their arithmetic better than those who have devoted the two full years exclusively to arithmetic. What pupils of the junior high school need is something new and interesting with a lot of drill that is planned to be attractive and effective because it applies, in an intelligent and practical way, what Doctor Schorling has termed, *the new psychology of drill*.

The other question to be answered at this time is this: Is not the proposed organization justifiable only if high school preparation is regarded as the major aim of the elementary grades? To this the answer is "No." It has been shown that the needs and interests of all pupils of these grades justify the same type of material that is required in the preparation for the further study of mathematics.

Now that we have established the position of trigonometry prior to the formal course generally taught in the senior year of high school, we are led to a discussion of the desirable outcomes that in themselves justify the insertion of a unit of numerical trigonometry in Grades 7-11. The list is indeed gratifying.

Correlations

In the first place it offers a partial solution to the growing tendency toward correlation of the various mathematical subjects. It develops a broader view of the field of mathe-

tics by demonstrating the natural interrelation of arithmetic, algebra, and geometry. Correlation not only creates an appreciation of the power of mathematics, but it definitely increases mathematical power. Knowledge gained in an abstract subject is easy to recall when made concrete. Pupils fail in some of the most fundamental facts because they have nothing concrete with which to associate them. Power is attained when the learner understands the relationships involved well enough to apply them in new and varied situations. A knowledge of the fundamental ideas of numerical trigonometry helps to set the stage for a necessary, helpful, and dare we say, intriguing scene that affords much practice in the arithmetical processes. Computation, especially with decimal fractions, now comes to have a purpose. In trigonometry, the pupil needs to measure accurately to the tenth of a unit, and to substitute this in a ratio or in an equation. He needs to extract the square root of arithmetic numbers, to check his results, to express ratio as a common fraction or as a decimal, to look up a number in a table, and to substitute this number in a formula. All these procedures provide drill in the fundamentals of arithmetic. Furthermore, it provides excellent material for verbal problems that can be used for purposes of motivation, illustration, and transfer. Do not these things spell power?

Trigonometry and Algebra

Since trigonometry is essentially a part of algebra and has relatively little relation to theoretical geometry, there are several very fine objectives that can be realized from an introduction to trigonometry in Grade 9. The most important topics of algebra are the formula, the equation, graphs, directed numbers, and dependence. How can the section on trigonometry be used to advantage in teaching these topics? There is probably no better place in all of algebra to give meaning to an equation than in the solution of the very real problems that one solves in trigonometry. It is a good place in which to treat proportion as an equation and to motivate fractional equations. Thus an equation in which the unknown occurs in the denominator, as, for example

$$\frac{20}{x} = .799$$

is very remote from the experience of children when taught in the traditional manner in algebra, whereas the unit of trigonometry can make this equation carry real meaning. Trigonometry can be used to emphasize the function concept. Unless it be in the study of formulas there is no other spot in algebra where the notion of dependence can be so clearly illustrated. Even the slow-learning pupil will see that if an angle in a right triangle changes, the ratio between the side opposite and the side adjacent changes. Thus trigonometry becomes an aid, a supplement, a necessity for the successful teaching of algebra.

One of the important suggestions in Doctor Moore's presidential address in 1902 was that mathematics be taught so as to achieve the

ideals of a laboratory lesson. The teaching of a unit in trigonometry encourages experimentation and the laboratory techniques, so effective and valuable wherever teaching for understanding is the aim. The fundamental concepts of trigonometry are best realized through items that we commonly associate with the laboratory form of recitation, for example, constructing and cutting figures, measuring lines, estimating results, drawing generalizations and applying these to special problems. The opportunity to use the laboratory method is precisely one reason why the introduction of trigonometry is proving popular with the progressive teacher.

The Psychological Argument

We must not neglect the psychological argument that the unit in numerical trigonometry presents material more significant in value to the pupil than that it displaces. Because trigonometry happens to make use of a few elementary geometric facts, it has been postponed until a whole year's work of geometry has been mastered. The fact is that algebra, geometry, and trigonometry all contain simple and complex principles. The first step in the direction of a psychological arrangement is to organize subject matter according to difficulty, thus adapting itself to the mental development of the learner. Moreover, the suggestion of elimination does not mean the lessening of time allowed to the subject. On the contrary, says Dr. Reeve, "It means the replacing of the useless material by that which belongs to the twentieth century instead of the seventeenth."

Finally, a study of the fundamental principles of trigonometry motivates interest for future courses in mathematics. Every teacher ought to be a salesman of his subject. Here, then, is our opportunity. Trigonometry is the most attractive course of elementary college mathematics. The use of its simple concepts would not only aid the pupil in the study of algebra and geometry, but would also impress upon him the fact that the most interesting mathematics courses are still ahead of him. We must open up mathematics, so to speak, so as to give each child a chance to see what the subject means, what his likes and dislikes are, and in which direction his future interests lie. We must teach not so much mathematics, but more about mathematics.

There are, indeed, new horizons through integrated mathematics that can be discovered and developed by the ambitious teacher who is thinking of the needs of his pupils. One of these possibilities can be realized by introducing numerical trigonometry in Grades 9, 10, and 11. Most assuredly, such a program demands extra time and added preparation for the teacher. But, this extra work should bring greater results and better equipment for the young Americans who come to us for the principles that will enable them to live better and fuller lives. Did not Christ, the Great Teacher, say, "I am come that they may have life and may have it more abundantly"? If this is our aim, added efforts will fade with the joy and happiness of a task well done.

The Fabric of the School

Acoustical Treatment For Schools

*Brother Eugene Streckfus, S.M. **

SCHOOL authorities should not purchase devices that confuse the teachers and students alike and that tend to create a worse situation than those which they are intended to correct. Buying of gadgets, without the proper evaluation of all factors, contributes to school confusion. The administration should enable or assist the teacher to teach at maximum efficiency.

Plan for Service Facilities

The present tendency to increase the use of teaching tools and techniques should be encouraged sanely. It is not advisable to employ these tools as extras or supplemental devices but as cocurricular tools, i.e., as regular teaching devices integrated with the educational program. In order to eliminate confusion, fuss, or bother, favorable conditions must be established for their use in the school building.

Provisions must be made when the new building is in the blueprint stage, or better, before the architect draws up his specifications. If acoustical treatment of classroom ceilings is desirable for the teaching periods, it is absolutely essential in the audio-visual room or rooms used for this purpose. If favorable conditions be established or are necessary for the audio-visual equipment, it surely is advisable and doubly necessary to treat a classroom acoustically to conserve the teachers' voices and nerves and general well-being. A teacher is surely more deserving than a loud-speaker!

The following recommendations can render audio-visual aids effective and powerful teaching tools for the classroom and for a general educational program for the entire student body. Even if the recommendations cannot be followed when the building is erected, provisions should be made for future installation of these utilities. Educational tools will never supplant the teacher; they are and must remain only valuable aids. In the hands of a competent teacher, they are most efficient and they tend to increase the usefulness of the poorer teacher. It would be difficult to attain the proficiency of the army and other armed forces in this field because the underlying motive is different and weaker.

In all cases where these audio-visual aids are extensively employed, in an elementary or secondary school, the proper controls and guidance must be present. Unless these materials are co-ordinated with the programs and the courses in the school they may become a nuisance as an extracurricular instead of a

cocurricular activity. The larger Catholic educational systems could readily afford to establish a storage and rental center for audio-visual materials.

In a large school, either elementary or secondary, there should be a central storage space for audio-visual aids. The school library could readily serve this purpose as this material is really library work or books of a different kind.

Planning the Auditorium

When planning an auditorium or a gymnasium-auditorium unit for a school, let us take into consideration some of the general laws of acoustics. Architects and contractors should be familiar with them but it is always best to check — just to be sure.

Size of the Unit

The cubic-foot content per seat determines the reverberation characteristics of an auditorium. If the volume per seat is too large the time of reverberation may be too large. With a small volume ratio per seat a short time of reverberation usually results. In the latter case, very little acoustical treatment is necessary. The cubical content in feet should not exceed 150 cubic feet per seat. The ratio of content below this figure will determine to what extent primary acoustical treatment may be eliminated, such as upholstered seats and aisle carpeting. A slight reduction of volume per seat frequently results in a more economical and satisfactory sound system.

Form of the Unit

The best distribution of sound energy results from the ratio of width to length as 5 to 7 and 1 to 2. Ratios greater than 1 to 2 result in a multiplicity of sound wave reflections between the side walls, especially if they are constructed of hard, unbroken surfaces. As the ratio approaches a square, dead spots begin to appear and the reflections or reverberations from the rear wall, especially if the unit is a level floor type, will be annoying. In such instances, the rear wall must be broken in contour. Nonparallel walls and irregularity of surfaces favorably affect the control of sound. An excessive ceiling height combined with large cubical volume per seat frequently contributes annoying long-time reverberation. A low ceiling frequently gives a tubular effect to the building design and to the sound as well, causing a rapid diminution in sound intensity from front to rear. Architectural tables will establish the fact that, on the basis of the 5 to 7 ratio for the floor plan, the height should not be greater than one half of the dimension of the width. For the ratio

of 1 to 2, the ceiling height should not be greater than two thirds of the width.

Surface Shape of the Unit

If the sound waves strike an irregular surface the power and magnitude of the reflected wave will be diminished. In a classroom or corridor the reduction of sound is a different problem than that of sound reduction in an auditorium where the sound comes from a single source. Some absorption of sound is needed to dampen the reverberations in a classroom or corridor and thus obtain a "quiet" area.

Acoustical Materials

Practically, all acoustical materials are porous; some with large interconnected pores, others with pores, slots, or holes not connected behind the surface. Entering sound waves are thus trapped or get lost — dissipated. A vibrating surface also uses up sound waves as mechanical energy. Inelastic yielding surfaces as curtains, hair, felt, and other soft materials, function much as a diaphragm action.

The ceiling of a room is the most practical place for using these soft acoustical materials as they are easily damaged or scuffed. The use of acoustical materials for the side walls comes into use when the ceiling treatment fails to solve the problem. In general, the perforated or slotted type of acoustical materials is best for general school use because of the ease of maintenance and painting which need not reduce light refraction below 60 or 70 per cent from the ceiling. If this type of material is carefully painted with a spray gun or even painted skillfully with a brush, very little damage is done to its efficiency.

There are many factors to be considered before selecting acoustical materials for school use. The most important are:

1. Coefficient of noise reduction
2. Appearance and fire resistance
3. Cost, method of attachment, light reflection
4. Thermal and moisture resistance
5. Adaptability for use with lighting system
6. Resistance to impact, wearing ability, insectproof, etc.
7. Ease and effect of cleaning and redecorating; weight and thickness

The sound absorption coefficient is defined as "the percentage part of the sound wave energy that is absorbed at each reflection." As the exact method of mounting is given for each test, this particular method of mounting must be employed if valid results are expected by the user. As a rule acoustical plaster is too costly to justify its use in schools. Proper methods of applying acoustical plaster are often debated and the method of applying is not too standardized. The noise reduction coefficient (N.R.C.) for acoustical materials used in schools should be between .60 and .70 or class EE, FF, GG.

(Concluded on page 25A)

*North Side Catholic High School, St. Louis 13, Mo.

44th Annual Meeting of the N.C.E.A.

Boston, April 8-10, 1947

THE BIG BOSTON MEETING

Edward A. Fitzpatrick, Ph.D.

The meetings were very well attended and the co-operation of the Most Rev. Archbishop, Richard J. Cushing, and all of his assistants, was extensive and extraordinary. The local attendance was great. There was always a great overflow outside the meeting places of the two main sections, the elementary and secondary departments. For any real discussion of the problems the numbers in attendance at the meetings were too great. Probably it will be necessary to break these great meetings into smaller units.

The presidential address of Archbishop McNicholas took the form of a sermon at the opening pontifical Mass. It was a restatement and reaffirmation "in this citadel of freedom, and in this militant center of Apostolic Christianity, of the fundamental principles governing the education of minor children."

The energetic and constructive secretary general, Msgr. Frederick Hochwalt, gave in his annual report at the first general session of the Association some attention to a much neglected

subject: the mechanics of the Association, its growth, and the machinery for rendering better service and securing more substantial reports. His proposals included:

1. Enlarging the membership and the scope of interest of the Association
2. Increasing the staff in the national office [Let it be added, a very much needed action.]
3. Improving present publications to increase their effectiveness
4. Adding new studies and reports as finances permit
5. Considering the possibility of a modest increase in membership fee
6. Encouraging an increase in regional activities
7. Improving the organization and planning of the annual meeting to increase its efficiency and appeal
8. Encouraging the work of outstanding committees so that their studies may receive wide recognition

The formal sessions of the convention "got

off" to a good start with the blessings of the Pope, and an encouraging message from the President of the United States. In the third paragraph of his message, the President said:

"The world-wide viewpoint of your Association affords an exceptional opportunity to your membership to assist UNESCO in its endeavors. If your Association continues to carry out the assignment on the national level of making good moral citizens, it will likewise be making a direct contribution to sound international relations."

The fundamental character of Archbishop McNicholas' presidential sermon has already been noted and will be shown in the excerpts from it which follow this running account. Archbishop Cushing's address on "Education and the Christian Home," made to more than 8000 people at the public meeting in Symphony Hall, was a many-sided and direct discussion of the place of the family in education. The discussion of juvenile delinquency in the Secondary School Section, by a representative of the F.B.I., the discussion of the teaching of religion in the Elementary School Section and the discussion of the laity in Catholic higher education were noteworthy. The speech that received most publicity was



—Photo Courtesy of The Boston Globe

A Group of Prelates at the Boston Meeting. Left to Right: Rt. Rev. Msgr. Augustine F. Hickey of Cambridge, Mass.; Most Rev. Edward A. Fitzgerald, Auxiliary Bishop of Dubuque, Iowa; Most Rev. Richard J. Cushing, Archbishop of Boston; Most Rev. John T. McNicholas, O.P., Archbishop of Cincinnati and President General of the Association; Most Rev. William T. Mulloy, Bishop of Covington, Ky.; and Rt. Rev. Richard J. Quinlan, Winthrop, Mass.

made in the College Section by President Shuster of Hunter College on the subject of "Implications of UNESCO for N.C.E.A." The material attracting the attention related directly to neither UNESCO nor N.C.E.A. It was a proposal for us to raise \$25,000,000 or \$50,000,000 to engage a competent staff of people, of whom two thirds would be Europeans, to conduct an ideological war against communism in Europe. The issue is between Catholicism and communism, and the leadership of Catholics would be accepted and the cost would be "dirt cheap" as against another war.

The theme of the convention was the "Role of Catholic Education in the Postwar World," which seemed to receive most attention in the secondary school department. The program of the section was, for the most part, general or miscellaneous in character. The Major Seminary Department was concerned primarily with its curriculum problem, though two more basic issues were presented: the Mission of the Seminary by Archbishop Cushing, and the "Relation of Seminaries With Voluntary and Governmental Agencies." The issue of accreditation raised in the latter paper was not seriously followed up. In the Minor Seminary Section, aspects of the curriculum and other problems were discussed: reading, the speech and the religion program, the problem of spiritual direction, and leisure time in the boarding minor seminary, and the scholastic load.

The College Section opened after Dr. Shuster's address with a panel on "Student Activities," the participants being students or recent students of La Salle College (Philadelphia),

Boston College, and the University of Notre Dame. The need for Catholic scholars and for lay teachers was discussed actively from the floor. There were sections devoted to graduate studies and to deans of women's colleges.

The various sessions of the Secondary School Department were organized about a series of topics:

1. Religion, the Soul of the Catholic Secondary School
2. Religion and Human Freedom
3. The Labor Encyclicals and the Catholic Secondary School
4. Delinquency — a Challenge to Our Catholic High Schools

The Elementary School Department organized

its program similarly about a series of topics, but the various speakers were regarded as constituting panels. Practically there was no difference, for each member of the panel made a speech. The general subjects discussed were:

1. Readiness for Reading
2. Mental Health in Elementary Education
3. Audio-Visual Aids in the Teaching Process
4. The Teaching of Religion in the Elementary School

A number of papers were presented in the three sessions of the Catholic Deaf Education Section, and there were meetings of those interested in the education of the blind.

Resolutions Adopted by the Convention

I. The National Catholic Educational Association expresses to our Holy Father, Pope Pius XII, its heartfelt gratitude for His Holiness' deeply moving Lenten message to Catholic school children in the United States.

In response to the Holy Father's plea for suffering little ones in war-devastated lands, Catholic children of America have contributed generously to the Save Starving Children campaign.

Our pupils add their prayers to the tokens of their self-denial in the fervent hope that the Holy Father may bring both spiritual and material relief to those suffering the consequences of war.

II. The National Catholic Educational Association is grateful to the President of the United States for his message to our annual meeting. The Association is encouraged by the President's observation that our program for teaching good moral citizenship also will make a direct contribution to sound international relations.

To the President of the United States the Association pledges its continued support of our national policy to secure international peace by guaranteeing freedom to peoples everywhere. The Association notes with satisfaction the President's courageous effort to maintain the blessings of freedom for people in imperiled regions of the world.

III. Recognizing that peace is something more than the mere absence of overt hostilities among nations, the National Catholic Educational Association urges that the resources of the United Nations Educational, Scientific, and Cultural Organization should be devoted to those educational activities which tend most directly to promote understanding of the fundamental aims of the United Nations and mutual understanding of the fundamental aims of the United Nations and mutual understanding among the peoples.

World-wide peace depends upon a world-wide belief in the moral solidarity of all nations. It will be necessary for educators to break down the barriers that separate the peoples of the world and to strengthen the ties that bind them together as human beings. Manifestly, educators whose lives are motivated by religion can deepen and intensify man's conviction of the moral solidarity of mankind.

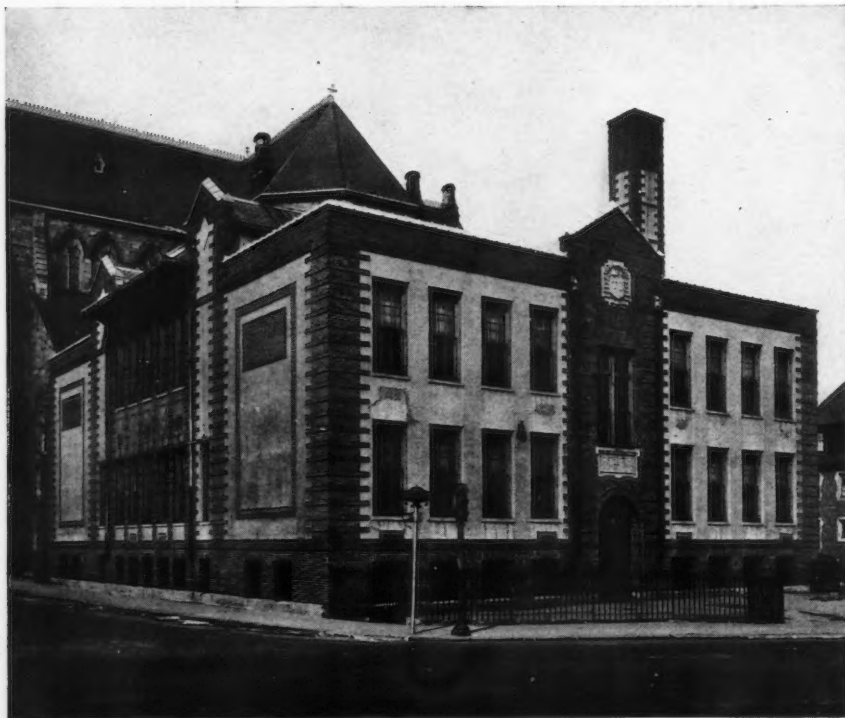
The Association recommends that the Congress of the United States support its international commitments by appropriating sufficient funds for the continued operations of UNESCO and the United States National Commission for UNESCO.

IV. Mindful that freedom of education is threatened both by totalitarian philosophies of government and also by certain monopolistic trends in American education, the National Catholic Educational Association reaffirms its traditional belief in full freedom of education for all American citizens. The proper division of responsibility for education between home, church, and state is the surest guarantee that the nation's schools shall not be absorbed by a dictatorial state but shall continue to promote and improve the cherished freedoms of democratic society.

The Association explicitly condemns the educational theory that the public school is the only valid expression of American education, and it rejects the view that the public schools must have a monopoly of the tax funds paid by all the citizens for education.

V. The National Catholic Educational Association expresses its grave concern over the critical shortage of good teachers in the schools of the United States and recommends that the graduates of Catholic schools be encouraged to enter the teaching profession. Realizing that poor salaries are deterring competent candidates from entering the teaching field, the Association urges that immediate steps be taken to raise teachers' salaries to a level commensurate with the value of their public service.

VI. We extend our sincere thanks to His Excellency, the Most Reverend Richard J. Cus-



— Shaw Commercial Photo Service

The Cathedral School, Boston, Mass.

ing, Archbishop of Boston, for his generous hospitality to the members of the Convention and for his valued encouragement in the work of Catholic education. To the members of the local committee, under the chairmanship of the

Right Reverend Monsignor Richard J. Quinlan, we express our gratitude for the efficient preparation and solicitous care that were evident in the arrangements made for our comfort and convenience during the days of the meeting.

The Election of Officers

The Association re-elected all of its general officers as follows:

President General, Most Rev. John T. McNicholas, archbishop of Cincinnati.

Vice-Presidents General, Very Rev. John J. Clifford, S.J., Mundelein, Ill.; Rev. Wm F. Cunningham, C.S.C., Notre Dame, Ind.; Right Rev. Msgr. Joseph V. S. McClancy, Brooklyn, N. Y.; Rev. Paul E. Campbell, Pittsburgh, Pa.; Ven. Bro. Eugene Paulin, S.M., Kirkwood, Mo.

Treasurer General, Right Rev. Msgr. Richard J. Quinlan, Winthrop, Mass.

The Very Rev. Msgr. Frederick G. Hochwalt, secretary general, is a permanent officer appointed by the executive committee.

Secondary School Department

President, Rev. Bernardine B. Myers, O.P., Oak Park, Ill.

Vice-President, Rev. Joseph G. Cox, Philadelphia, Pa.

Secretary, Ven. Bro. Alexis Klee, S.C., Metuchen, N. J.

University and College Department

President, Ven. Bro. Emilian, F.S.C., past president of La Salle College, Philadelphia, Pa.

Vice-President, Sister M. Aloysius Molloy, past president, St. Theresa's College, Winona, Minn.

Secretary, Very Rev. William J. Millor, S.J., president, University of Detroit.

Major Seminaries

President, Very Rev. John J. Clifford, S.J., Mundelein, Ill.

Vice-President, Rt. Rev. Msgr. John M. A. Fearn, Dunwoodie, Yonkers, N. Y.

Secretary, Very Rev. Daniel C. O'Meara, S.M., New Orleans, La.

Member of Executive Board, Rt. Rev. Msgr.

Edward G. Murray, St. John's Seminary, Brighton, Mass.



*Very Rev. Msgr.
Frederick G. Hochwalt, Ph.D.,
Secretary General.*

Elementary School Department

President, Rev. Thomas J. Quigley, superintendent of schools, Pittsburgh, Pa.

Vice-Presidents, Rt. Rev. Msgr. Patrick J. Dignan, Los Angeles, Calif.; Bro. Joseph Abel, F.M.S., Poughkeepsie, N. Y.; Rev. Leo J. McCormick, Baltimore, Md.; Rev. Thomas E. Dillon, Huntington, Ind.; Sister M. Adelbert, S.N.D., Toledo, Ohio.

Secretary, Rev. Henry C. Bezou, New Orleans, La.

Rights in Education

"The education of a child is a matter of supreme importance to the individual, to the family, to the Church, and to the State," said Most Rev. John T. McNicholas, O.P., archbishop of Cincinnati, president general of the Association, in his sermon at the opening Mass. "The individual and the three vitally interested units of society should not discharge their respective duties as enemies. Their obvious obligation is to co-operate in an unselfish and friendly way. . . . Irreparable harm can come to America if false principles of education prevail and if freedom of education be lost or impaired." His Excellency then examined the respective rights in education which belong to God, to the parents, to the Church, and to the State.

Since "man, made to the image and likeness of God, is destined to return to Him," and, since "soul and body are joined . . . all of the child's faculties and capacities of soul and body—intellect, memory, will, imagination, emotions, and senses—must be harmoniously trained and refined to fit into the pattern of time and eternity. Education of the child ceases

to be education when it rifts soul from body; intellect from will; imagination, emotions, and senses from the guidance of the intellect or from the discipline of the will; time from eternity; creature from Creator."

The parents' rights in education, the Archbishop described as "natural, inherent, inalienable, and imprescriptible." "Our secularist educators," he said, "who would take away the child from its parents, in reality are insisting on the false assumption that parents have only those rights in education which the State grants them. . . . Many superficial educators, who have never studied basic principles, assert that the children of the masses should all be pupils of one system in order to avoid divisions among our adult citizens. The real prejudice seems to be against schools conducted under the auspices of religion. . . ."

"I trust that this Convention may be able to induce all parents of America—whatever be their creed, the origin of their blood, or their color—to know and to exercise their God-given authority as fathers and mothers in the educa-

tion of their children during their minor years. Parents should know the unchangeable principles which authorize them to educate their children or to depute others to do so."

Regarding the rights of the Church, the president general of the Association said: "She has been the opponent of every form of government in the world that has encroached on the authority of the family in the field of education. She has opposed, throughout the centuries, State idolatry, which puts statism before God, before parents, and before the Church in developing the child intellectually and morally. . . ."

"The Church cannot abrogate God-given powers communicated to parents, nor has she the slightest wish to do so. The Church must defend the laws of God and of nature regarding the education of children. She must teach children from the very dawn of reason that they should move Godward; that they have an eternal destiny, an immortal soul; that God wishes all men to be saved; and that the Lord Christ, true God, has provided means for the salvation of all men. The Church must integrate this teaching with all subjects of human knowledge. In the domain of spirituality and in the moral training of children the Church must be supreme. . . ."

"Today there is a titanic struggle throughout the nations between totalitarianism and freedom. The battleground is the school. On the side of totalitarianism, no church or private schools are permitted. On the side of freedom, even where there is only fragmentary freedom, there are varying degrees of liberty of action, all of which is largely centered about the school. Socialists and democrats are divided on the school question. State, neutral, secularized schools are showing stronger opposition to any educational system conducted under the auspices of religion. Atheists, agnostics, communists, certain fraternal organizations, indifferentists, and secularists are opposing freedom of education and consequently taking a stronger position against church schools. These several groups make the claim—clandestinely, semipublicly, boldly—that the only American system of education is the tax-supported school. The strategy of these opponents would depreciate the value of schools conducted by religious bodies; would make it more difficult for these schools to continue to function. Many in the secular school profession would have the general public think that religious schools teach only religion, that they are foreign in character, and that they should be relegated to a second-class status and merely tolerated. This attack on freedom of education is only the initial move. The attack is really directed against the unchangeable principles of Christianity. . . ."

"Let it be said, with all possible emphasis, that the Catholic Church is not opposed to tax-supported schools. On the contrary, she heartily endorses our compulsory system of education in America; she sincerely commends the traditional freedom of American education, and also the generous spirit of America to make adequate provision for education, which generosity will again be manifested to our teachers in the postwar crisis through which we are passing. At the same time, the Catholic Church, as the wisest and most patient mother, recognizes the fundamental injustice with which religious schools are treated. She also knows that her schools are rendering an unsurpassed public service. She knows that her school is a school, not a church. The Catholic school is not failing to do anything that any properly standardized American school should do. Catholic schools will stand any test to which tax-supported schools will submit. . . ."

"The State has very definite rights in education. The State arises from the very nature of organized society. Its origin, therefore, goes back to God, from whom its authority is derived. The State is supreme in its sphere. It governs the material order and the physical well-being of its citizens. It is the custodian of the common good, of an orderly society, affording due protection and security. The State should be a help, not an impediment, to the moral well-being of its citizens. The State that undermines God and the moral order is destroying the strongest supports of its own authority and is on the way to ruin.

"While the State has responsibility in education, it is not constituted by nature a teacher. Its duty is to encourage parents and to help them in the instruction and moral training of their children. Our country has wisely established no religion and has expressed no preference for any religion. The State should see that its minor children are duly informed about their patriotic duties, and that they be imbued with a true loyalty to our country, which they must love as a parent. Patriotism is classified under the virtue of piety. Filial piety makes us respect and love our parents; patriotic piety makes us true, loyal citizens, loving our country as our parent. As the custodian of the common welfare, our country wisely insists on compulsory education, remaining in theory at least the protector of parents, and guaranteeing to fathers and mothers freedom of education, setting standards of education and supporting in large measure the schools of our country. If the family or parents cannot or will not discharge their duty in educating children, then the State, as the custodian of the common welfare, must assume parental responsibilities, always having due regard for the faith of parents. When the State assumes parental obligations, when it establishes State schools, as it must do in a modern world in order to assure suitable education for a country blessed as ours is, it cannot endow itself with arbitrary powers. If it does so, it becomes a Fascist State in education. Usurped totalitarian powers in education, if not checked by freedom of education, will inevitably lead to a Fascist State in all functions.

"A conference with representatives of parents, who know parental rights; and of religion, who know basic and unchangeable moral principles; and of schools, who know the field of education, could do immeasurable good. This co-operation does not mean a union of Church and State; nor an interfaith organization. No religious group in America is asking for the union of Church and State; least of all are Catholics. There is a most unreasonable fear about the growing influence of the religious schools in America. Until recently there was little fear of what atheistic communists would do in our country if they took over its government. But there was an incredible fear, with whispered forecasts, of what would happen if students of religious schools were in control. It should be evident, in this metropolitan area and in this strong Christian center of New England, how fair and how truly American are the men and women who have come out of Christian schools.

"We should welcome also a conference of legal men, educators, and moral leaders, who know the province of the State in which it is supreme, and who also are thoroughly conversant with the limitations of the State in education and who understand the obligations of the State which arise from distributive justice.

"In general, we must be happy about the partnership of family, Church, and State in our

country, about the development of tax-supported schools, and about freedom of education in schools conducted under the auspices of religion. Our complaint is not against government, but against high-pressure groups of the school profession that attempt to foist on the American public the pseudo-religion of public education as if it were the only true American education. These same groups are becoming more insistent on the complete secularization of American education; they are presenting separation of Church

and State in a wrong light; they are increasing the economic burdens of parents who wish their children trained in religious schools; they are striving, unwittingly perhaps, to make our government a dictator in education. . . .

"May God bless this Convention! May the Holy Spirit enlighten all its delegates to promote the best interests of our country and of sound education governed by patriotic and religious principles!"

Education and the Christian Home

"Education and the Christian Home" was the fitting subject of an outstanding address by His Excellency Most Rev. Richard J. Cushing, archbishop of Boston, at the public meeting on the evening of April 9.

Declaring, emphatically, that the right and the duty of child education rest primarily with parents, the Archbishop explained that:

"All competence of Church and State alike are subordinated by the natural law of God to the competence of the parent, and the contributions of Church and State alike are always by way of implementing and supplementing the work of education that is primarily the responsibility of the parent."

"We are living in times when the direct contribution of the home to whole areas of education may have to be made with less and less dependence on outside agencies," said the speaker. Recalling the exhortation of Pope Pius XI to the Catholics of Germany under the Nazi regimen to teach their children in the privacy of the home, he said:

"Suppose that something happened here like that which happened in Germany under the Nazis and as happened elsewhere in Europe under the Red Fascists. Suppose our schools became regimented; suppose our press and our radio, our motion pictures and our libraries became instruments of the propaganda of a regime. Remember, totalitarianism is a disease the tend-

ency toward which is present in some degree in all purely secular states, especially those with the frankly naturalistic precepts of our modern secularism. Suppose our secularism, with its exclusion of God, of the supernatural and of the spiritual generally, finally reached its logical conclusion in a completely statist, totalitarian school system—where then, if not in religious homes, would the spiritual education of our children unto personal dignity be carried on?

"Says Pope Pius XII: 'When churches are closed, when the Image of the Crucified is taken from the schools, the home remains the providential and, under God, the impregnable refuge of Christian thought and life!'

"So with a certain urgency, though without alarm, I emphasize tonight the duty and obligation parents have of developing a sense of their own vocations as teachers and of the importance of their homes as the true schools of Christian civilization. No less an authority than our late Holy Father, Pope Pius XI, lamented the decline in family education. We have countless millions of dollars invested in Church education. Our national and local budgets for public education under state auspices are staggering. Both these are frequently cited as evidences of the health of our democracy and the prosperity of its prospects. This optimism is misguided and misleading so long as education in the home lags behind."

Reading and Arithmetic in Primary Grades

Discussed by Thomas George Foran¹

The question of whether reading or arithmetic should be introduced first in the primary grades was discussed by Dr. Foran before the Elementary School Department.

"The issues are complicated by some very muddled thinking and distorted notions regarding the essential nature of the reactions produced and the factors governing such learning," Dr. Foran stated.

Regarding reading, Dr. Foran asserted that some readiness programs have lost their original purpose of preparing children to read well and have become ends in themselves. There has not been any clear and defensible definition of reading, nor has there been an adequate psychological concept of the learning it entails.

"The substitution of interest for effect, sound for meaning, and recreation for learning has severely handicapped the improvement of reading and has in fact so altered the task that numerous expedients have been adopted to overcome the difficulties."

¹Abstract of Address before Elementary School Section. Dr. Foran is acting head, Department of Education, Catholic University of America.

"If it were recognized that the child must learn to read before he can read to learn," Dr. Foran said, "that the only goal is meaning, and that reading should be linked closely with those experiences common to all children, we might so simplify the task that many present difficulties would not arise. . . . The solution of the reading problem or at least the abatement of artificial difficulties lies in a simplification of objectives and due emphasis on fundamentals rather than in deferring instruction, developing elaborate readiness programs, and adding more extrinsic devices.

"If there is little actual justification for the postponement of reading," Dr. Foran continued, "there is even less for the deferment of arithmetic. Here, too, we encounter conflicting psychologies of education which repeat many of the fallacies encountered in the reading situation. The agitation for the postponement of instruction has been more intense in arithmetic than in reading. Certain authorities have encouraged the postponement of instruction in numbers to as late as the third grade. This would appear the height of absurdity in view of the concrete quality of many number experiences and the developed

acquaintance young children have with numbers and their relations."

Dr. Foran asserted that "postponement of any appropriate type of instruction in numbers violates every pertinent psychological consideration." And he added that "it does not necessarily follow

that reading should yield place to a monopoly of number instruction." Neither subject "has any unique right of priority on psychological grounds provided each is viewed in its proper perspective from the standpoint of sound psychological facts and principles."

The Teaching of Religion

Very Rev. Msgr. William R. Kelly¹

Our generation is in sore straits not only because of social and economic disaster induced by war but also and chiefly because of spiritual and moral decadence. The social problems of lawlessness, graft, political corruption and particularly juvenile delinquency offer a challenge that must be accepted and seriously studied by educators.

The very root of present-day evils is to be found in the prevailing ignorance of God and divine things. Formal education is extending well beyond adolescence; knowledge of Christian Doctrine is probably not commensurate with adolescent needs nor with the anti-Christian propaganda in press, radio, and moving pictures.

It is true that the moral aberration of youth is due in no small measure to the unhappy marriages of parents, to lax home controls, and to evil neighborhood influences.

It is equally true that by the assistance of divine grace young people can be educated to master evil tendencies in themselves and in their environment. There must be mental discipline, vigorous and meaningful; moral discipline, sympathetic but firm—as in well-ordered homes; spiritual discipline, living according to Christ's principles and not acting on impulse. The controls of school should foster self-discipline.

Are the Catholic schools meeting in a satisfactory way the first objective for which they have been established—the teaching of Christ's religion and His disciplined way of life?

The answer of Catholic people is, yes! They have demonstrated their confidence in religious education by building, staffing, and supporting 8036 elementary schools with an enrollment of 7,141,000 pupils. Moreover, their demand for advanced religious education has brought into being 2413 high schools with nearly half a million students. A significant and well-earned tribute.

Most graduates of Catholic elementary schools do not enter Catholic high school. How are we preparing them for the future?

The type of teaching needed today requires well-educated instructors with rich cultural background, broad outlook on life, sympathy with social viewpoints and professional preparation. Presupposing all these there must come into the teaching the element of inspiration; i.e., infusion of divine grace to elevate the work and make it supernatural in character and effects.

It is not enough to present Christian Doctrine and to see that the statements are accurately learned. The truths of faith should be assimilated; they should be learned "by heart." The persuasive element should be used whenever possible by the teacher. Emotions should be enlisted. Challenging quotations are excellent examples. "Labor as a good soldier for Christ Jesus." "I live in the faith of the Son of God." Hymns have a powerful influence. Choose them well.

Essential doctrines should be taught three times during the elementary school course. Every year

they should be reviewed even if only in a brief way. Particular emphasis should be placed on Mass, confession, Communion, grace, virtues, prayer, marriage, extreme unction.

In comparison with books in history and geography our religion texts are too brief and sketchy. They should compare favorably with other texts

in format and illustration. The catechism should be viewed as a teacher's guide. For pupils its statements should be incorporated into the religion book.

Special topics should be assigned to certain grades for study and discussion. These topics should be drawn from local happenings, newspapers, and life. Occasionally the clergy should be invited to lead the discussion.

Sample topics are: (1) missing Mass—foreign and American attitudes compared; (2) children missing Mass in summer; (3) death without sacramental help; (4) what to do in case of sudden death; (5) marriages of Catholics outside the Church; (6) how schools (public and religious) are financed; (7) moral problems (application of commandments); (8) social problems—living wage, honest day's work, thrift; (9) civic problems—voting, community co-operation, neighborhood improvement.

Developing Self-Discipline and Respect for Authority

Brother John Joseph, C.F.X.¹

Numerous are the volumes being rolled off our presses, innumerable the reams of newsprint flaunted before the public gaze, all dealing with the existence, the supposed cause, and suggested cures for the sad reality that is so euphoniously termed juvenile delinquency. Penetrating and comprehensive diagnoses of the cancer that is striking at the vitals of our social body are offered by proponents of differing philosophies. Some obvious causes are repeatedly mentioned. We hear that it is all the fault of the parents and of the lack of home training. And we all know that case after case can be cited with convincing regularity to show that poorly trained parents mean worse trained children. Again we talk of environment, the ill effects of slums, of street gangs, of unregulated free time. And all these we recognize as generous contributors to youthful wrongdoing. Or we dilate upon the effects of inferior mental ability, or of lack of success in school achievement.

Now while it is true that all these should be considered for a thorough knowledge of the etiology of delinquency, the fact remains that if we teachers wish to become practical about meeting the challenge of the day, we must reach down to more fundamental causes and concern ourselves with those phases of the problem which we can affect. We religious teachers can't change the parents. Those who would attend adult education classes would be those who least needed our help. We can't clean out the slums, improve the adolescents' I.Q.'s, or control those many hours of free time which even an ambitious recreation program must fail to indent. But we can lead the way in a materialistic world by acknowledging the existence of an individual will for each person and by motivating and training the wills that come under our influence so as to produce men capable of disciplining themselves, overcoming their environment or heredity, and thus developing respect for legitimate authority, especially the authority of their God who forbade the several attitudes that lead to those violations which stamp the perpetrator as an enemy of society—a delinquent. We can reach tomorrow's parents today by training today's youth in the ways of self-discipline. But to do so we must reject the false theory of so many social wrokers that "character is just a product of circumstances, that delinquency and

crime are simply other names for conflict and maladjustment, that criminals are sick people like the insane to be treated as an individual without any reference to what is done to any other criminal."

If we study the lives of the saints, those men and women who were eminent in paying respect to all authority, we note how basic to their lives was the acceptance of the fact that self-denial of our evil tendencies must be a daily, insistent task. Their lives were *not* delinquent because they accepted that fact and acted upon it.

Here lies our problem. Can we get our students to discipline themselves? The question is *not* can we control them, keep them quiet. Most of us have no trouble here. And the good boy of the classroom may be the bad boy of the playground. Teacher-discipline is no substitute for self-discipline. Judge Perkins, for 13 years justice of the juvenile court in Boston, summed it up as follows: "If they are to correct their faults, they must do it by self-discipline, and that involves systematic and persistent effort by them."

Our first step in training to self-discipline is teaching proper attitudes. We must win our students to a *desire* to live well. Surely if this were being done in America's classrooms, so many youth would not be convinced that lying, thieving, cheating, and self-indulgence are compensations for the happiness that real living in accordance with a clear conscience affords. Nor would the FBI report an increase of 18 per cent in crime between 1945 and 1946.

To win our youth to this attitude and thence to worth-while living, we must understand the growing mind. The years from 12 to 18 are so uncertain. If we can inspire confidence we can teach the true dignity of obedience. We can show Christ obeying Joseph and laying His body on a cross at the command of a rough soldier. And we can be sure never to do the young man or woman the injustice of "giving in" to him in any detail. Ordering only what is proper, reasonable, and worth while, the true educator can unflinchingly demand total obedience and get it. He can develop a respect for earthly authority by showing youth the Lawgiver.

Thus, having developed by proper attitudes, motives, and practical exercises that self-discipline that Christ's young soldiers love; having pointed out and eradicated by some definite plan the

¹Formerly Archdiocesan Superintendent of Schools, New York City. Abstract of Address before Department of Elementary Education, N.C.E.A., April 10, 1947.

²Mission Church High School, Boston, Mass.

weeds that would choke off the fruitfulness of these tender plants, and having inspired, taught, and demanded respect for the authority which is the basis of all sane living, we can do our

share in the postwar world to remove from our Catholic high schools any charge that we have not met the ringing challenge of the day—the moral hunger of our youth.

Mental Health in Elementary Education: The Teacher's Part in Diagnosis

James F. Moynihan, S.J., Ph.D.¹

It becomes clear then that the elementary school teacher is an important factor in the mental health of children. The first deviations take place all too frequently before her eyes. She can do much to nip in the bud incipient problems if she knows the danger signals and can recognize the child's need for help. By the same token, because she is such a big influence, she can set a tone or create an atmosphere in the classroom which may precipitate problems in her children. It is a serious responsibility which demands that she can be attuned to Johnnie's negativism as she is to Mary's difficulty with word recognition; that she try to understand the reason for Roger's excessive daydreaming, as she does the reason for Betty's inability to spell. In a word, it demands that she be as interested in the pupils she teaches as in the content subjects which she teaches them; in personalities as well as in brains; in the process of growth in personality as in the process of growth in learning. She is likely to deceive herself if she relies merely upon some intuitive sense or some mysterious endowment by which she will do this. The process is not so simple. It involves study and training, whether this be by formal education or by reading complemented by a readiness to profit by her daily experiences in dealing with children. Whatever it be, it is essential that she take as her frame of reference the realization that behavior is caused, and that the diagnosis of the causes of behavior involves a marshaling of all the pertinent factors in a particular problem-solving situation. Therapy must be preceded by sound diagnosis and the teacher can play an important part in both. Sound diagnosis, however, presupposes a knowledge of the human personality and in particular the motivating forces behind the personality.

Elements in Diagnosis

No one lives in a vacuum, least of all the elementary school child. Everyone goes through life meeting situations and having reactions to them in the form of good or bad behavior. In the abstract, this is a simple behavioral formula. In the concrete, it may be very complex and each variable individual, situation, and reaction may involve many factors. But whatever may be the reaction, it is well to bear in mind from the start that reactions or adjustments to given situations are prompted by and represent efforts on the part of the child to satisfy deeper needs and tendencies in his personality. At times, of course, this is done with techniques and results which spell social inadequacy and maladjustment. It is important, therefore, that the teacher in her diagnosis be alive to the dynamics of the personality which give rise to behavior. This will aid her not only in understanding the individual problem, but also in giving proportional weight to the multifarious situations which furnish the soil in which the deeper factors take root and thrive.

The question, therefore, for the teacher who is interested in the origin of child problems is this: What are these basic needs and tendencies which so determine behavior? The answer, of course, is that there are many. However, there are two which are basic and give the teacher some orientation to child problems.

The first is characterized by a desire for personal success and a tendency toward self-assertion and self-realization. Well directed, it gives

the individual that sense of personal worth which is so necessary for happiness and human progress. Not well cultivated, it leads to feelings of inadequacy which in turn lead to many personality distortions and all too frequently to crime. It is obvious that the proper nurturing of this basic

need is an important task in both education and mental health and this, particularly so in childhood, where many forces are present which tend to threaten and weaken his awareness of personal values.

The second basic need which is equally important for the proper growth of the personality is characterized by a desire and tendency to live with and share with others in the give-and-take of everyday life. It is through the proper cultivation of this tendency that the child, in mixing with other children, learns group spirit, democracy, co-operation, and adjustment to other personalities. Where it is not developed the individual becomes more and more isolated and his personality thereby suffers.

As she marshals the factors in her diagnosis of a given problem, the teacher must keep in mind these basic needs and tendencies and consider the problem-precipitating situations in the light of them.

Mental Health: The Teachers' Part In Therapy

Discussed by Dr. Frederick Rosenheim

The teacher's part in therapy was discussed by Dr. Frederick Rosenheim, co-director of the Judge Baker Guidance Center, Boston, before a session of the Elementary School Department, of the N.C.E.A., at its 44th annual meeting.

"In an important sense," Dr. Rosenheim declared, "the teacher is always doing therapy. In that same important sense every human being is a therapist to all humanity—by interior and exterior works holding out the helping hand of loving security, but only to place the hands that grasp ours and our own in the loving hands of our God, the only real security. No gift we have to offer can ever compare with the gift God offers of Himself, and this is the fundamental lesson we must all learn. If we ask the child to look up to us, it is only to help him look with us up to God."

Dr. Rosenheim said that therapy "consists essentially in teaching the child that there is another world than the one he knew, the therapist's world, and that this world can and must be dealt with in a manner very much unlike the one the child has." He added: "Therapy is then a learning process, but not altogether on an intellectual level. It is not solely a question of gaining insight, of the child's being able to understand all the things that happened to him and how and why he responded in the ways he did . . . unfortunately the current notions mistakenly overem-

phasize insight. A child doesn't have to become a psychiatrist to get well."

Dr. Rosenheim emphasized that the "more the teacher thinks of therapy as always a formal process, involving history, examinations, uncovering of mechanisms, and gaining insight, the more she may be inclined to think she has no role in therapy whatsoever." He also stressed that for the teacher to fill an important function, therapy, she must have a healthy personality and be willing to share it, but if she wishes her relationship to her pupil to be only a mechanical one, she precludes any possible therapeutic benefit.

Dr. Rosenheim counseled that "the teacher must be not only patient, but ready to withstand another frustration." He added: "She will want the child to explain his behavior. The child is often unable to do so, and we have no right to expect him to be able to analyze for us his conception of the world, his techniques for getting along in the world, and just how all this has come about. It takes great skill to understand what a child is trying to communicate."

Dr. Rosenheim also emphasized that there are limitations to what a teacher can do. He said she should be willing to refer for special psychiatric help those children who require it and this "she will determine not only on the basis of how troublesome a child is, but how troubled he is."

Catholic Attitudes on Industrial Relations

Discussed by Rev. William J. Smith, S.J.

After detailing a brief, seven-point program which "crystallizes the Catholic attitude on industrial society," the Rev. William J. Smith, S.J., director of the Crown Heights Labor School and Associated Activities, Brooklyn, N. Y., told the Secondary School Department of the National Catholic Educational Association at its 44th annual meeting, that "it won't work unless" human beings act and live as human beings, "acknowledging the sovereignty of a Supreme Being, recognizing the dignity of every man, accepting the burden of mutual rights and duties, putting into practice the golden virtues of justice and charity."

"As a nation," Father Smith concluded, "we shall return to God, re-establish social relations

on the law of reason, renounce materialism, and embrace the moral law—or we perish."

The principal points of the program which Father Smith quoted from *The Wage Earner*, a Catholic weekly, were: (1) Production and distribution must be planned and organized for the primary purpose of the common welfare. (2) Centralizing economic controls in the hands of government tends to destroy freedom and new agencies to govern industry must be found. (3) These agencies can be found by recreating the basic natural partnership of capital and labor. (4) The true aim of organized labor should be to recover its position as an equal partner with capital. (5) The first step in this direction is to

¹Boston College Graduate School, Abstract of Address before Department of Elementary Education.

establish in each major industry a joint industry council composed of representatives or organized workers and owners in that industry together with a government or public representative. (6) The character and functions of each industry council must be determined by the people who are members of that industry. (7) The industries thus organized should choose a national economic council, likewise representing labor, capital, and government, and this council should undertake planning and organizing for the entire national economy.

Discussing "The Catholic Attitude on Industrial Relations" Father Smith asserted that "we have in this country a class-warfare economy and too few understand its origin. The communists did not begin it. They expose it, they hope and dream of intensifying it to a point of revolution, but they did not begin it. It started when the first giant corporation and the successive combines of

great corporations inaugurated industrial relations in a spirit of conflict toward trade-unionism and established their labor policies on a principle of autocratic monopoly for management and no representation for labor."

He recited the hardships which the workingman and organized labor underwent until the advent of the Wagner Act and said that the condition of the trade-unions of 1947, which has been marked by fighting against monopoly, entrenched economic power and a system that refuses to bring prices within the range of the pay envelopes, can be laid at the doorstep of capitalism.

"Organized management is the original cause of the mess we are in and only clear-headed and far-seeing leaders among them can take the necessary steps to resolve the spirit of conflict and to build industrial society on the solid rock of mutual confidence and co-operation."

The Function of the Motion Picture in Learning

Discussed by Dr. Roger Albright

The motion picture can make a unique contribution to the school, "not in order to provide an easier method of teaching, or a quicker method of teaching, and certainly not a cheaper method, but rather to place in the teacher's hand a tool for learning which will make the teacher's work much more effective," Roger Albright, of Washington, D. C., director of educational services of the Motion Picture Association of America, told the Elementary School Department.

Discussing "The Function of the Motion Picture in Learning," Dr. Albright developed his topic by emphasizing three functions of the motion picture. He said:

"1. As we read a book, particularly if it is one which describes personalities or locations, we inevitably build up a picture in our minds which helps us to visualize the things we read. . . . A dozen different people reading the same description might conceivably create in their own mind a dozen different images. When this happens in a classroom, the subjective images which arise in the minds of several pupils create a group confusion which gives definite retardation to the work of the teacher. The projecting of a motion picture on the screen . . . not only gives a clearness of concept to the pupils but also provides group unity which advances the work of the recitation and provides greater effectiveness in learning.

"2. Use of the motion picture makes it possible for students to have experiences which cannot be

provided in any other way. Not only can they turn back the hands of the clock, but actually turn back the pages of the calendar and recreate dramatically historical scenes of a century or more ago. . . . As they see these pictures, they identify themselves within the setting. They share in the emotions of one or another of the characters which are portrayed. They assume attitudes of approval or disapproval and emerge from this experience vitally interested in the teaching materials which they have seen. . . . School experiences in this use of the motion picture reveal conclusively that students are not satisfied to have such picturization a substitute for reading but are stimulated to learn more through reading about the events and places which have thus been presented to them.

"3. The motion picture has a further function of making it possible to see many things which cannot be seen in any other way. This is because the motion picture speaks a language of its own. This language has principal parts such as time-lapse photography, slow motion, animation, and several others. Through the use of the devices peculiar to the motion picture, it is possible to see a plant grow, to see a hummingbird's wings in slow motion, to see corpuscles in the blood stream and molecules in water. . . . This visualization of things which, in some instances could not be seen with the naked eye even if one were close by, clarifies the concept of the textbook and makes the textual material much more meaningful."

research has the responsibility to provide leadership for the state institutions within its area. Our universities, through their graduate schools, should provide this leadership for Catholic institutions. If this responsibility were thoroughly understood and resolutely acted upon, Catholic education would be greatly strengthened in America.

One of our weaknesses is due to a kind of educational isolationism or institutional individualism. Our graduate schools, however, can become gravitational centers for a more unified system. Our universities owe it to the cause of Catholic education to understand the problems of the Catholic colleges in their regions, to offer them an exceptional leadership. And on their part the colleges should be willing to be guided by responsible and adequate leaders.

In the second place, community can be understood as referred to the community of non-Catholic educators and intellectuals. Here graduate schools have a responsibility, for, in one way or another, they must bear a large share of carrying forward the Catholic apostolate of the intellect. Each of us knows how desperately the world needs the principles of Christ. If there is to be world planning for people as human persons, if correct principles are to underlie our social and economic future, if education is to progress toward important goals and not stumble forward toward mirages, there is an imperative need for Christian principles to be understood and received.

Now this reception and understanding ordinarily proceeds from the top down. Non-Catholic scholars and intellectual leaders are often willing to learn from, or at least listen to, the right people, from other scholars, from other intellectual leaders. It is the privilege and duty of Catholics, and more particularly and concretely of graduate schools, to see that Catholic scholars are prepared to meet the non-Catholic scholar on his own level in his own field. Non-Catholics must be able to see that Catholics in practice and not just in theory do accord reason its high place as an instrument of truth. They must be made to realize by our scholarship that Catholic schools are something more than centers of indoctrination.

Since our resources are so limited, the actual carrying out of this responsibility to the community of scholars in the nation is faced with serious difficulties. Here the general Catholic laity, the hierarchy, and religious superiors must assist graduate schools to shoulder this responsibility. They must come to see the importance of the graduate school more and more clearly, and seeing they must do.

And on their part our graduate schools must strive for excellence in everything they undertake. In Catholic aspects of history, letters, and philosophy our schools could rightly be expected to be authoritative. In social sciences Catholic scholars must make it evident that they have gathered the factual data as well as they have mastered the general principles. In the more exact sciences they should show by their research that they are able to do the hard and prolonged digging that is required. Where we are not excellent we must show very plainly that we are not satisfied—that at a minimum.

There is finally a third community, the whole people of a particular region. If a graduate school isolates itself from that community because of a kind of academic timidity or academic vanity, it likewise fails to meet its full responsibility.

When graduate schools were first organized in this country and for a number of years afterward, they were concerned with the education of students who would later teach and conduct research in colleges and universities. Programs were ar-

The Graduate School and Its Responsibility to the Community

Rev. E. J. Drummond, S.J.¹

Because he is both educator and administrator the dean of a graduate school is often confronted with the choice of being idealistic or being merely practical, choices which appear mutually exclusive. To resolve his dilemma he must recall a fundamental educational principle, *Teach Students Truth*, understand this principle at the graduate level, and apply it to the data he has gathered about a particular graduate school.

¹Dean, Graduate School, Marquette University, Milwaukee. Abstract of an address to the University and College Department, N.C.E.A.

But to gather all the data that is pertinent and to understand fully and correctly this educational principle at the graduate level, those concerned with graduate education must take into account the responsibility of the graduate school to the community.

The term community is understood first in the sense of the community of Catholic collegiate institutions, especially those of a given region. President Hancher has pointed out that a state university by means of its graduate study and

ranged with this as almost the exclusive goal, which it was in fact as well as in theory. But today's conditions are changed. Graduate students no longer turn so completely to the classroom after receiving their advanced degree. They are to be found in federal offices, in municipal and state organizations, or engaged in research sponsored by industry. An over-all view shows that in the years just before the war more than one fourth of those receiving higher degrees did not join the teaching profession.

The data assembled by Dr. Hollis in his *Towards Improving Ph.D. Programs* makes it clear that graduate schools, whether it is realized or not, have become multiple-purpose institutions. If our graduate schools, therefore, are going to measure up to the principle *Teaching Students Truth*, the program in those schools must take some account of that multiplicity of purpose.

Or to put the matter under a pragmatic light: The general public tends to measure things by their practical results. If a graduate school shows little concern for the community of its region, makes no move to solve or even understand any of its problems, that community, be it large or small, will likely have little concern for the school. The effects of such separation are likely to be bad. The school will not have the public relations and backing it might; the community will suffer because it does not obtain the guidance that it might. Some of these unwished for results may be measured in terms of financial drives or in terms of social and political philosophy of a community.

It is important that the responsibilities of the graduate school to the various communities be realized as completely as possible. Such practical realization falls most immediately on the graduate school itself. But mediately a full realization is possible only if all who are interested in the cause of Catholic education assist the graduate school in meeting its responsibilities.

Classroom Provisions for Individual Differences in the Elementary Grades

Dr. Katherine G. Keneally

The bright child, in many instances, is the most neglected child in the classroom because he is left to his own devices while the teacher attempts to aid the slow child with more individual instruction, Dr. Katherine G. Keneally, associate professor, department of psychology, the Catholic University of America, told the Elementary School Department, N.C.E.A., at its 44th annual meeting.

"One of the gravest problems confronting educators today is the problem of providing adequate instruction for all children," Dr. Keneally said. "This problem is intensified by the increased enrollment in our classrooms, lack of teachers, and lack of funds. We are all aware of the severity of the problem and must attempt to remedy it by adjusting and adapting our instruction to provide success and achievement for all pupils.

"The problem is more pronounced in the large cities where many different environments are represented in the same classroom.

"Perhaps the major factor in successful provision for individual differences is careful lesson planning. The classroom teacher may think it is an impossible task to provide for individual differences in order to give all pupils some success. It can be done, however, by careful lesson planning and organization. One method of achieving

success for all pupils is the small-group method. "Standardized tests have proved the most desirable in adapting the small-group instruction method, but when this is not feasible the teacher may construct informal tests which when supplemented by observation, will yield diagnostic information of practical use to meet individual needs.

"The success of small-group work depends greatly on the carefully made specific lesson plans designed to meet the need of each group. In planning the work the teacher must have in mind the abilities of each group as well as its deficiencies."

Dr. Keneally listed six advantages of small group work:

- "1. The pupil has more opportunity to read.
- "2. The pupil masters the subject matter at his own rate of learning.
- "3. In arithmetic the pupil has more opportunities for application of drill material.
- "4. In social studies the pupil can master the factual material at his own reading level.
- "5. Every pupil achieves success in all subjects at his own reading level and at his own learning level.
- "6. The pupil can gain security and confidence."

Indoctrinating Pupils with the Recognition of Human Rights

Presented by Rev. John A. O'Brien, S.J.

Catholic high school students have a much clearer conception of some of the problems now confronting the world than "the wise and great of our day and generation," especially in the

peacemaking field, the Rev. John A. O'Brien, S.J., chairman of the philosophy department of Boston College, told the Secondary School Department of the N.C.E.A., at its 44th annual meeting.

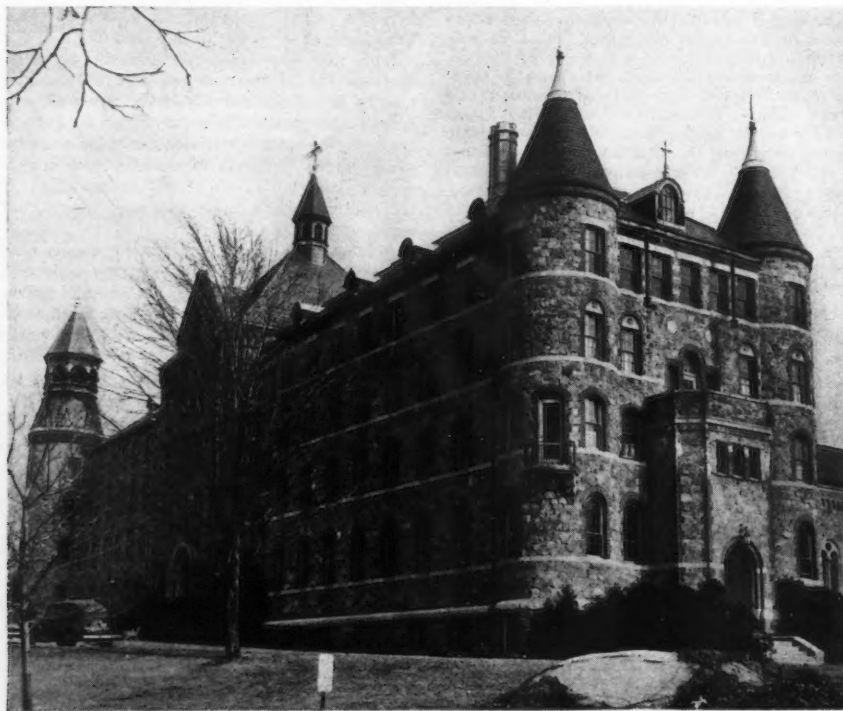
Discussing the problem of indoctrinating pupils with the recognition of human rights as proposed by the hierarchy, Father O'Brien recalled that last November, following their annual meeting in Washington, the administrative board of the National Catholic Welfare Conference on behalf of the U. S. Hierarchy issued a significant and highly acclaimed statement on world problems called "Man and the Peace."

"The Bishops' statement," Father O'Brien said, "points out that there must be 'basic agreement on what man is' before the road to peace is unblocked. The God-given native rights of man as man must be protected. Since it is the first obligation of government to respect these rights and duties, no government can approve or abet their violation by another government."

Catholic high school students know the answer to the problem which the bishops say is so basic from their catechism concerning man, his nature and destiny, Father O'Brien pointed out.

"What is so clear to our Catholic high school student from his religion class, tragically is not so clear to the wise and great of our day and generation. They do not know 'what man is,' and not knowing what he is, they cannot know what his rights are as man and cannot respect them. The Bishops have probed to the chief cause of the world's present-day illness of which the war was but a symptom."

Father O'Brien concluded that the problem of the high school religion teacher is "not to indoctrinate pupils with the recognition of human rights" since they do that "but to find ways and means of vitalizing the lives of our Catholic students so that the living of a glorious ideal of what the Christian man is will become a more perfect reality."



— Parkway News Photo Service

St. John's Seminary, Brighton, Mass. The Theology Building, Showing the Main Entrance.

English Applied to Every Recitation

A Symposium by Four Teachers

Co-operation Improves Speech

*Sister M. Vianney, S.S.J. **

William was thrilling his eighth-grade classmates with a stirring oral report on "Treasure Island."

"And then John Silver seen him coming," he exclaimed.

"Seen?" interrupted Sister Felice with a reproving expression.

"Saw," corrected William, then, "Well, anyway this isn't English class."

The principle underlying this incident practically summarizes the biggest problem of that important person — the teacher of English. The point is that she is beating the air if the speaking and

writing of correct English are confined solely to her efforts and to her classroom.

English to be learned must not only be taught, but applied in every class. Every teacher must be a teacher of English, just as every teacher must be a teacher of reading.

First of all each teacher must perfect her own enunciation and diction, and use impeccable grammar. She should check written work both on paper and blackboard for composition and rhetoric as well as content matter. No teacher dissatisfied with the incompleteness of a pupil's answer should take it from him and explain it rather than make him re-

peat it correctly by himself. A joke illustrative of this has developed into practically a classic:

Teacher: Robert, what is space?

Robert: It's something where there's nothing. I have it in my head, but I can't explain it.

Thereupon the teacher gives the definition for Robert.

Practical solutions to some of the problems which confront English teachers are presented in the papers which follow. These were delivered in a panel discussion held at the Teachers' Institute for the Sisters of St. Joseph of Nazareth, Mich., during the last week of August.

*St. David Convent, Detroit 5, Mich.

Speech Applied to Religion

*Sister M. Agnesine, S.S.J. **

Someone has said, "Long is the way by rules, short and effective by example." I shall try therefore to use the latter in explaining methods practical for the application of English in the religion class.

The primary objective, of course, in explaining our religion is not just the imparting of accurate knowledge. It is more. It means developing a fuller understanding and deeper appreciation of all these wonderful facts about God and our faith.

We must stress more than knowledge. We must stress more than memory. We must convey realization and love of the truths of religion to those who are to live as children of God conformed to the image and likeness of Christ. Besides making religion interesting, we must make it permeate the child completely. The teacher must use her ingenuity and personality to convey this. She must *work, pray, and suffer* for it.

Good speech is a tool God gives us to open to the minds of His children His profound doctrines. Let us look, therefore, for a moment, at the ways in which this tool may be employed effectively.

Of primary importance are correct enunciation and pronunciation. We should insist from the beginning that our vocal prayer, which is actually speaking to God or His saints, should be even and pleasant. As a little mark of courtesy we speak clearly to one we respect and love. Slovenly speech in unison prayer is certainly not edifying. Children imitate us quickly in this regard. Sister is always the

child's criterion for correct wording and enunciating of prayer. This vocabulary he feels is her very own, and he has a right to think so.

Correct grammatical forms may also be obtained by a tactful approach on the part of the teacher. It is easy to correct a simple verb form right then and there, e.g.

CHILD: Jesus come to Mary and the Apostles.

TEACHER: Came.

The teacher makes the correction without explanations. Children soon become accustomed to this and feel no confusion. No long and troublesome interruption is made; that would spoil the recitation completely. Teach by example in this regard. Take a child's simple recitation, turn it into correct usage, and show him how much better it sounds.

If we have children correcting each other's speech errors and poor verb forms in religion class there might easily be a tendency for the slower, shyer, or prouder by nature pupils to refrain from speaking. This would be disastrous. Leave most public correction to the other classes. This period is too sacred. The atmosphere here cannot be charged with uneasiness of any kind.

Vocabulary development or word study is another method of applying English study to the religion class. Frequently ask questions that bring out meaning of words you are going to use in a lesson.

1. What is another name for the Lord's Day? Sabbath.

2. What are we required to do on the Lord's Day? Worship.

3. What do we do when we assist at the Holy Sacrifice of the Mass on Sunday? Adore, praise, worship.

4. What kind of work is forbidden on Sundays? Servile.

5. What is the name of the kind of work that we do with our bodies rather than with our minds? Servile.

Place the key word answers to these questions on the board so they are in sight while that particular lesson is in progress. Ask pupils to explain the words whenever there are a few remaining minutes of some class period. This is more effective than having a drill before beginning an entire unit and never again referring to it until time for the final test.

When introducing a word with important meaning behind it, stop and write it on the blackboard, underline it, circle it, and focus the pupils' attention without extra comment. Eyes will follow you. Intelligent mastery is bound to result, e.g., The Church is *One* because all its members believe the same things. They offer the same sacrifice of the Mass. They receive the same sacraments.

After a child has recited take a word that he used, e.g., *eternal happiness*. Break it up. Ask what he meant; what others mean. Make them think out for themselves what they say. Have them explain in other words what they want to say.

It is recommended that we expand the child's prayer knowledge of ejaculations. Take

*St. James School, Ferndale 20, Mich.

the highly indulged prayers first, e.g., "O Mary, conceived without sin, etc."

1. **Explanation:** When we studied about original sin, we learned that only one human person was ever born free from original sin. Who was that person? It was the Virgin Mary. This great privilege that God gave her is called her Immaculate Conception. This prayer honors the Immaculate Conception of our Blessed Mother. Really we are saying, "O Mary, you who were always without sin of any kind, pray for us who turn to you for help."

2. **Discuss:** Why we remind our Lady that she was always free from sin of any kind; why we should ask our Lady to pray for us.

3. **Drill** meaning and pronunciation.

4. Have pupils practice putting the prayer in their own words.

5. Give oral and written drill for exact memorization.

Use this same procedure with the longer prayers such as the Memorare, Angelus, Acts. Clearer knowledge most often brings appreciation.¹

This is frequently an interesting oral game: Tell three things about each of the following:

Abel	Eve	Paradise	Nicodemus
Adam	Michael	Satan	Mary Magdalen
Cain	Noe	Sodom	Peter

The following word study approach is also helpful for introducing a Catechism lesson,

¹Above procedure from *Handbook for Teachers of Religion*, Ellamay Horan (Chicago: W. H. Sadlier).

e.g., "Open your Catechism to the lesson on sin." Let the children consult their books to find the answers.

1. What do we mean when we say a person committed a sin?

2. What is the name of that kind of sin which we ourselves do?

3. What does the word *willful* mean?

4. What does the word *action* mean?

5. What does the word *offense* mean?

6. What does the word *grievous* mean?

The pupils can also draw pictures suggested by various words in their lesson, e.g., sacramentals, sacraments (objects used in administering).

Another word study activity is to diagram with words and letter, e.g., The Mysteries of the Rosary:

G.....	S.....	J.....
1. R.....	1. A.....	1. A.....
2. A.....	2. S.....	2. V.....
3. C...of the	3. C.....	3. N.....
H. G.	4. C...of the	4. P.....
4. A.....	C....	5. F.....
5. C...of	5. C.....	

Mary

It is also helpful to obtain from pupils names which refer to the Persons of the Blessed Trinity. Ask for explanations of these terms.

<i>Father</i>	<i>Son</i>	<i>Holy Ghost</i>
Creator	Redeemer	Paraclete
Provider, etc.	Jesus	Comforter
	Mesiah, etc.	Dove, etc.

Games from the Catechetical Guild are always popular with the pupils also. One that is a particular favorite is equal to bingo, called officially "crown." A single word answer is found on the pupil's card. A question is asked by the "caller." The pupil finds the answer on the card and covers the square with a marker. This game provides experience for thinking to the point. It may be used at Junior Holy Name, Children of Mary, and Mission Meetings. The children can conduct it.

Religion crossword puzzles are another means of making religion interesting and applying English to it. Use ideas on the back page of the *Junior Catholic Messenger* to introduce the trick.

Encourage children to write poems on religious topics. This lends motivation to search for new words to express thoughts. The memorization of quotations from the New Testament by means of choric speech can also be correlated with English. Study the words met in hymns. The music teacher does not always stop for this as her time is limited. This is important because a hymn is properly a prayer with real or even double efficacy attached.

Your own ingenuity combined with common sense will be your guide in the time allotment for these activities. Games and drills are only means to the good end which is to open up the minds of God's children to His profound doctrines.

Speech Applied to Social Studies

*Sister M. Aurilla, S.S.J. **

When called upon to speak in the English class the pupil frequently finds himself without anything to say. The opposite situation confronts him in the social studies class—he has much to say, but does not wish to be inhibited by any rules of grammar or delivery. When his defects are pointed out, he will perhaps reply that English belongs in the English room. The first task of the social studies teacher, therefore, is to convince pupils of the need of clear and concise speech in which to couch their recitations.

Some of the more common defects to be combated are the use of long involved sentences, hesitation, and groping for words, and speaking in so low a tone that only his nearest neighbors can hear. It may be pointed out to the timid speaker that this last habit is an indication of selfishness, and that if his recitation is worth while it should be shared with all. As for hesitation and stumbling, a suggestion that the pupil be seated and organize his thoughts usually results in a more orderly recitation. In the beginning of the year, the pupil may be penalized by losing the floor as soon as he says, "Ah," but the use

of this device depends upon the group.

In order to help pupils think and recite in an orderly fashion, and to prevent wandering from the subject or doubling back to finished topics, a short topical outline on the blackboard is of great value.

Vocabulary development is essential to the social studies program. Frequent use of the dictionary and glossary should be encouraged. Here the example of the teacher is a potent factor. She should consciously use words and phrases which challenge her pupils.

For example, instead of saying that the Catholics of Queen Elizabeth's time were "made" to support the Church of England, she might say that they were "compelled" to do so. Soon she will hear the word repeated.

In the use of proper nouns, slipshod pronunciation need never be tolerated. The teacher should foresee any difficult names in the lesson. A brief blackboard drill before the recitation will save time and patience later on.

Nor should the listening side of the speech art be neglected. Some pupils are so intent with what they have to say that they pay no attention to the recitations of others. They should be made to feel that if they wish the

attention of others, it is only fair that they listen politely to their classmates.

While mistakes should not be allowed to pass by, corrections should be made in a polite and businesslike fashion. Pupils should never contradict the statements of others without being able to furnish proof by reading a statement from a textbook and giving the authority.

Besides the regular daily recitations, the social studies period furnishes many opportunities for extra activities involving the use of good speech such as the observance of special days, e.g., Washington's Birthday, Columbus Day, etc. Junior high pupils should also be introduced to a form of debate if time permits. A topic might be assigned and the class divided, boys against girls or one group against the other. Each group picks a team to represent it, and in order to insure class participation, all help their representative debaters find material.

Thus it may be seen that the social studies period, perhaps more than any other, provides a natural setting for training in the art of correct expression and for putting into practice the formulas of correct speech which are taught in the English class.

*St. Rita School, Detroit, Mich.

Speech Applied to Mathematics

*Sister M. David, S.S.J. **

The role of the arithmetic teacher in improving speech habits is of vital importance because if she is remiss with insistence upon good usage, she undermines the work of the English class.

When children become absorbed in their work they tend to "blurt out" their answers spontaneously. Continual corrections of this make pupils dislike both arithmetic and English, and dampen their enthusiasm. Therefore much tact must be employed.

Accentuating the positive instead of the negative, the ingenious teacher can motivate a contest with merit marks for most accurate speech. This would challenge those who resent continual remonstrances. These points should be emphasized in the contest:

1. Answers should be stated in complete sentences. A complete thought clarifies an idea in the mind of the speaker as well as the listener.

*St. Veronica School, East Detroit, Mich.

2. Enunciation is necessary in order to avoid repetition and a consequent waste of time.

3. Answers should be supported by reasons without the teacher's asking for them each time. This develops responsibility in the pupil.

4. Correct usage in this class is excellent practice for later life as this work is closely allied to that of the business world. Careless habits in giving the quick answers required for this tool subject can easily grow.

Show the class that accuracy in grammar promotes accuracy in arithmetic. For example, the parts of speech must be labeled and so must the denominate numbers in mathematics. Into this same classification are the multiplication, addition, subtraction, and division signs. If the labels are missing there is bound to be confusion.

Diagraming is an aid to problem solving. Just as we analyze a sentence step by step, so must we work with problems. As we find the

subject, then the predicate, and decide the modifiers for each, so in a problem we find what is given, what is required, and then the method of obtaining a solution.

Mastery of correct terms in arithmetic widens the vocabulary. Explanations of problems provides practice in the agreement of the number of the verb with its subject. Completion exercises, such as selecting the word or phrase which will complete the sentence and provide a mental solution to a problem, also teach the sentence concept.

Finally we can rest assured that if our pupils, especially the boys, are convinced that English does help them think logically and express their ideas forcefully they will be only too eager to practice it on every occasion. The poise acquired by constant practice of good English will make them respect themselves more and assure their social prestige in their work-a-day world.

The Queen of Catholic Action*

*Rev. Herbert G. Kramer, S.M. ***

CHARACTERS: Winnie and her brother Paul; Annette.

SCENE: The parlor of the home of Winnie and Paul. While Paul is at work cutting lengths of ribbon, his sister is drawing a poster bearing the words *Maria Duce*.

PAUL: Golly! Ribbons and ribbons, ribbons and ribbons! How many more do you want? My fingers are wearing thin handling these scissors. [*He lays down the scissors.*] Think we could run this ribbon through the lawnmower?

WINNIE: What delectable ideas my little brother has! Would a lawnmower somehow get this poster printed for me? I want it finished before Annette comes.

PAUL: Why does she have to come over? She doesn't understand all this May Day business anyway.

WINNIE: It's not her fault that she's not a Catholic. Get to work, lazy!

PAUL: O.K. But, remember, I'm not doing this for you.

WINNIE: No? For whom, then?

PAUL: Well, you know.

WINNIE: Do I?

PAUL: I think so.

WINNIE: You mean to say you've been

thinking of the Blessed Virgin all the while you've been working?

PAUL: Well, don't you ever renew the good intention?

WINNIE: I'm so proud of you, Paul dear. [*She moves over to Paul as if to hug him, when the sound of the closing of an automobile door is heard outside.*] Listen! Isn't that Annette's car?

PAUL [*going to the window*]: Sure thing.

WINNIE: And I haven't finished yet!

ANNETTE [*still outside*]: Oh, Winnie!

WINNIE: Come right in!

ANNETTE [*entering*]: Good afternoon. Oh, dear, I just about . . . Paul! What a gallant knight you are, slaving with your trusty scissors! For a maid in distress?

PAUL: For a maid, yes. But she's not in distress. [*Annette looks at Winnie.*] And I don't feel like a slave.

ANNETTE: Meaning what?

PAUL: Oh . . . it wouldn't register with you anyway.

ANNETTE: Winnie, what does that poster read? "*Maria duce!*"

WINNIE: Maria du-ce! You've heard of Mary, of course.

ANNETTE: Yes.

WINNIE: And of our May Day meet?

ANNETTE: Yes, more or less.

WINNIE: Well, this is a poster for the May Day meet, which will center about the attractive figure of Mary.

ANNETTE: Mary! You Catholics do make a lot of her.

WINNIE: And you politely ignore her, though she's the greatest woman of history.

ANNETTE: Oh, we acknowledge her, all right. But Christ takes up so much space in religion, that . . .

WINNIE: That there's no room for His Mother.

ANNETTE: . . . Well, God would have come down to us whether He had a mother or not. Of course, Mary must have been lovely and sweet. But I don't see why you Catholics place so much importance upon someone who merely . . .

PAUL: We all think a lot of our best friend's mother, don't we? Why leave Christ's Mother in the cold?

WINNIE: Why didn't Christ, for example, descend on earth in a fiery chariot drawn by winged horses and all that? In order to approach us on our own human level, to be born and raised and to live as one of us. So He had to have a Mother, and His Mother had to be worthy of Him, more or less. She had to be "pure as foam in central ocean tossed," as the poet puts it. She had to represent everything we associate with the loveliest of mothers with the purest of women—which meant the untainted purity of virginity.

ANNETTE: Mary was *both* Virgin and Mother?

*This skit was presented at a May Day Meet of Catholic Youth in the Archdiocese of San Antonio, Tex. It could be given at any similar gathering or at a school activity emphasizing devotion to Mary.
**Chapelle de la Madeleine, Bordeaux, France.

PAUL: Just one more of God's many miracles.

ANNETTE: But your sign, Winnie. What's the meaning of the "duce"?

WINNIE: Oh, that we accept Mary as our leader.

PAUL: "Leader—*dux, ducis*, masculine." "Duce" is ablative case.

ANNETTE: O.K., Cicero. Leader in what?

WINNIE: In Catholic Action.

ANNETTE: Just what's that?

WINNIE: We laymen and women helping the bishops and priests.

ANNETTE: Meaning that you'll do some of their work for them? Well, frankly, from our side of the fence, we don't see Catholics so very active. Come to think of it, I've long been wondering why Catholics are so inarticulate.

PAUL: Didn't know you'd be willing to listen.

ANNETTE: You Catholics aren't the only sincere people in the world. Winnie, I always thought of Mary as a quiet little Mother going about her work at Nazareth. And that's all. She was always in the background. Now you connect her with Action.

WINNIE: Not always in the background. She made a bold enough appearance on Calvary, when all the men had fled in fear.

PAUL: Ever hear of St. John?

WINNIE: Anyway, there were still three women to one man! And all three Mary's; but most of all the Mary, Christ's Mother.

PAUL: Our Mother, too.

ANNETTE: Why our Mother?

WINNIE: You remember the Bible, saying that Jesus gave her to St. John as his Mother and St. John to her as her son.

ANNETTE: Yes.

WINNIE: By St. John He meant the whole human race, making all generations Mary's children.

ANNETTE: Then He gave her to us as our own Mother? Why that?

PAUL: Because she is our Mother.

WINNIE: Jesus, our Life, came to us through Mary. Just as our earthly mother gave us our physical life, so Mary gave us our spiritual life.

ANNETTE: Either that's deep or I'm dense. But I'll take it.

PAUL: And so she's our Mother, and more interested a Mother than even our mother on earth.

ANNETTE: Interested in us? I never thought of that.

WINNIE: Oh, yes! She's interested in everything pertaining to our salvation. She helped save us, and . . .

ANNETTE: I thought Christ did enough to save us.

WINNIE: He did, but He wanted us to be partly indebted to His Mother. When the angel announced to Mary that the Son of God desired to be born of her she understood that by her consent she would become closely associated with the Messiah in His great work of redeeming the world. Especially on Calvary she united herself with Him in His sufferings and co-operated with Him in saving mankind.

ANNETTE: I never thought of anything like that. Do go on, Winnie.

WINNIE: Mary is the Queen of Catholic Action. She was the first laywoman to work with the God-man in His mission on earth. And being a loving Mother, she continues her maternal solicitude toward the children to whom she gave supernatural life. Jesus didn't just save the world and then go to heaven, leaving us orphans, but He continued His work in souls through the ages by living in them and sanctifying them. Mary, too, continues her mission. Even today, after nineteen centuries, she is active. She is working with us today and is heart and soul behind our Catholic Action, inspiring and assisting us.

ANNETTE: And that explains your delight in this May Day meet. You're going to draw your inspiration from the one you consider the very first worker in Catholic Action.

PAUL: Right. You see now who the maid is for whom I'm working at these ribbons.

ANNETTE: Oh! . . .

WINNIE: Your allusion to knighthood was most appropriate. Really, Mary's mission is a warfare. Way back at the beginning of the human race, when Satan triumphed over Adam and Eve and when, because of their sin, they saw only dark gloom ahead, God held out one hope to them. That hope was a second Eve, Mary, who, He promised, would triumph over Satan. When He cursed the serpent, He said: "I will put enmities between thee and the woman, and thy seed and her seed: she shall crush thy head and thou shalt lie in wait for her heel." Ever since that moment, Mary and her Son have been the only hope of mankind.

oppressed by the onslaughts of Satan's army.

And Mary still leads God's army against Satan's. Today she gathers under her battle-marked standard soldiers whom she will lead on in their struggle for Christ's cause. They follow her leadership. They fight with her and for her.

PAUL: Now you understand the idea behind our poster? "*Maria duce!*"—Mary our leader!

ANNETTE: I think I do.

WINNIE: Mary leading Catholic youth also in its struggle for souls! Mary leading us against the powers of Satan whose head she is still crushing—against atheism which says there is no God and tries to live it—against Communism battling its battle of hate! Mary leading us in our ambition of becoming Twentieth-Century Apostles of Catholic Action!

ANNETTE: Is Mary all that? Why don't you Catholics tell the world about it then? At most we see Mary merely as a beautiful lady on a pedestal, surrounded by flowers. You see her as your own spiritual Mother, a loving, understanding Mother, leading you on in your fight for heaven. It's all so new to me! But it's beautiful! Why do you keep it to yourself? So many people not of your faith are ready to accept attractive truths like that if they're only shown them. So many are like blind men, groping their way along a battlefield, losing out in their fight for personal virtue and a clean record. You Catholics have beauty and inspiration, but it's hidden away. Why don't you make more of it known to the world?

Choral Speaking for Lower Grades

A Gift for Mary

*Sister M. Denise, S.S.N.D. **

This year, being the centenary of the School Sisters of Notre Dame, we desire all, even the youngest in our schools, to share our happiness in song and verse.

The thought which prompted "A Gift for Mary" was our Lady's plea at Fátima of reciting the rosary frequently. The second last verse contains a prayerful thought for the war-stricken peoples of Europe. Knowing the original motive of a poem helps for better interpretation.

The directions here given for rendering the poem are merely suggestive. If the interpretation is clearer through a different arrangement, feel free to change. Much depends upon the interpretive ability of the group. In the last analysis the rendition of any poetry in choral speaking is left to the group, aided by the director whose duty it is to control and form these varied voices into one harmonious, beautiful voice.

GROUP 1 or SOLO:

*Holy Cross School, Milwaukee 13, Wis.

What shall we give her?
Our Lady, Our Mother!

CHORUS:

A rosary to please her,
A rosary to thank her!

GROUP 2 or SOLO:

One bead, then another,
'Tis the way to please our Mother.

CHORUS:

A rosary to love her,
A rosary to praise her!

GROUP 1 or SOLO:

We'll say it most thoughtfully,
We'll say it most prayerfully,

CHORUS:

A rosary to ask her,
A rosary to beg her

GROUP 2 or SOLO:

To help those in sorrow,
To gladden each morrow,

CHORUS:

Our rosary will please her,
'Tis proof that we love her.

Making Leaf Silhouettes

John N. Then

The making of leaf silhouettes is an interesting form of art that involves no expense. The simple materials required are fresh leaves, a flat board, a silhouette design or pattern, a few thumbtacks, and a fine bristled hairbrush.

Maple, oak, ash, or linden leaves are about the best of the common leaves for the purpose. Place the leaf on the board. Fasten any cutout pattern on the leaf with thumbtacks. Pound the rest of the leaf about 75 times, with the hairbrush, until it becomes translucent. Then dry the leaf in a book under slight pressure.

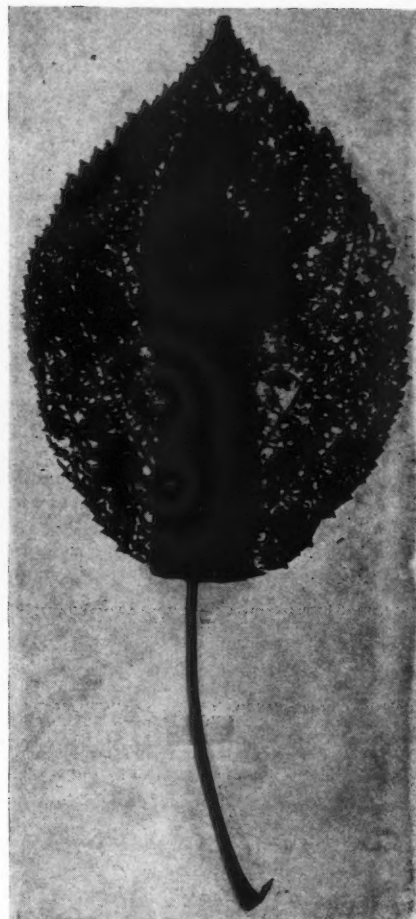
The leaves, when dried, retain their green color. They may be mounted between glass as window transparencies or mounted on a white mat, covered with cellophane, and the cellophane attached to the mat with Scotch tape or cloth tape. They also may serve as the decorative designs for greeting cards.

Designs may be from original drawings or cut out of magazines. Birds and animals are easy to make and always please children. The Madonna is an ideal subject for the month of May.

With a little practice, children acquire the knack of making really artistic leaf silhouettes.



What You Can Do With Green Leaves and a Hair Brush.



Geography of the Pacific

*Sister M. Josephine, O.S.F., M.A. **

There is hardly a subject in the curriculum of the elementary and high school which has been more enriched, clarified, and refocused by World War II than the study of geography. Teachers must be on the alert lest the late contributions to the subject of geography be lost. In this article we wish to present a logical unit on the teaching of the Pacific Ocean and the countries bordering it.

In days gone by, teachers were accustomed to follow rather scrupulously the outline of their geography textbook. In Grades II and III, home geography was the topic; Grade IV considered the world as a whole; a general study of the United States was presented in Grade V; then followed a much crowded unit on the continents of Europe, Asia, and Africa; in Grade VII, the United States as a world power was the task to be mastered.

In our perusals of journals of geography we have read many times of the value of correlation. Writers and students of geography have shown the artificiality of teaching units of work, isolated from one another. Think of the Pacific theater of war, of the efficient communication established up and down the Pacific coast lines, as well as from island to

island and from shore to shore; think of the large family of nations bordering this sea and you cannot fail to realize the necessity and the value of teaching a comprehensive unit on the geography of the Pacific. Such a unit might include:

- A. Discovery of the Pacific Ocean by Balboa
- B. First crossing of the Pacific by Magellan and his companions
- C. Vast size of the Pacific; its spread north and south, east and west. Show that its waters cover more of the earth's surface than all the dry land in the world put together. Develop the concept of the immense depth of the Pacific, especially near the Philippines and New Zealand.
- D. The zones of the trade winds and doldrums and the effect of the trade winds or absence of winds on trade routes
- E. Great ocean currents of the Pacific
 1. Equatorial currents
 2. The Kuro Siwa or Japanese current
 3. The California current
 4. The Peruvian current
 Show the influence these currents have on the climate of various countries, on the types of coast lines, harbors, etc.
- F. The geography of the Hawaiian Islands
 1. History of the islands
 2. Fertility of the land
 3. Island volcanoes
 4. Cities and people
 5. Importance of the Hawaiian Islands to the United States
- G. Other Polynesian Islands, emphasizing the most beautiful one—Tahiti, and those of war fame—the Samoan Islands
- H. Micronesia or "the Small Islands" of the Pacific
 1. The Marianas
 2. The Carolines
 3. The Fiji Islands
 4. The New Hebrides
 5. New Guinea
 6. The Solomon Islands or "Black Islands"
- I. The importance of these islands in the MacArthur campaign
- J. Products of Polynesia and Micronesia—pearls, coconuts, and extremely valuable supplies of timber
- K. The Island of New Zealand
 1. Discovery by the Dutch
 2. Colonization by the British
 3. Democratic government of New Zealand
 4. People and products of New Zealand
 5. Relation of New Zealand to Great Britain
- L. Australia
 1. Develop briefly the story of its discovery, development, and settlement; its great importance to World War II
- M. The East Indies—Java, Sumatra, Borneo, and Celebes
 1. Their strategic location
 2. Their great natural riches
 3. Their political status
- N. The Philippines
 1. Discovery and development
 2. The Philippines under Spanish rule
 3. The Philippines under American rule
 4. The importance of the Philippine Islands
- O. The Western side of the Pacific
 1. The Japanese islands
 2. The Curile islands

*St. Francis College, Fort Wayne, Ind.

3. The Peninsula of Kamtchatka
 P. The Northeastern borderlands of the Pacific
 1. The Aleutian Islands; and the Territory of Alaska; the importance of Alaska as a strategic center for intercontinental air routes
 Q. The West Coast of Canada and the United States

Almost any geography text and the daily newspapers may be used as sources of information. The content of the daily papers will be especially valuable as long as the occupation of Pacific Islands by American troops lasts. We have found it quite interesting to assign as home study the reading of the daily papers. Then, in the morning, each child is supposed to give one or more statements on the material read. We have yet to hear a complaint about this type of homework; the parents express their satisfaction of their children's eagerness to peruse the papers and magazines for items giving information on the topics assigned. Children may be encouraged to cut out articles pertaining to geographic topics and mount them on the bulletin board in the classroom. Others may be induced to compile a scrapbook showing pictures and information on the topic under discussion.

As a help for busy teachers we have constructed the following objective test on the material presented.

Directions: If the statement is true, place a T into the parenthesis; if the statement is false, place an F into the parenthesis.

- () 1. The Isthmus of Panama was discovered in 1519.
 () 2. Balboa took possession of the Pacific Ocean in the name of the King of England.
 () 3. Balboa called the Pacific Ocean "Great South Sea."
 () 4. Balboa was searching for a western route to the Spice Islands and the East Indies.
 () 5. Magellan called the ocean first sighted by Balboa "Pacific Ocean."
 () 6. Magellan called the islands first seen in the vast Pacific the "Ladrones" or "Robber Islands."
 () 7. Magellan did not live to tell of his first crossing of the Pacific.
 () 8. Magellan was killed by the natives of the Island of Mactan in the Philippines.
 () 9. Spaniards were the first to trade with the Orient by way of the Pacific.
 () 10. The Spaniards built sturdy galleons in Mexico for the rich trade with the Orient.
 () 11. The Spaniards traded Mexican gold for the riches of the Orient.
 () 12. Whaling ships from New England followed the Spaniards in trading with China.
 () 13. The Pacific covers more of the earth's surface than all the dry land of the world put together.
 () 14. The Pacific Ocean washes the shores of five continents.
 () 15. The Pacific Ocean stretches as far south as the Bering Strait.
 () 16. Measuring along the equator, the Pacific Ocean is ten thousand miles from shore to shore.
 () 17. The greatest depth of the Pacific is near the Hawaiian Islands.
 () 18. In spite of its name, meaning peaceful, the Pacific is known for storms of tempestuous violence.
 () 19. The great westerly winds blow north and south of the trade winds.
 () 20. As the trade winds move toward the American continent, they bring fierce storms.
 () 21. The mighty current in the Pacific flows in opposite direction from the prevailing winds.
 () 22. The Kuro Siwa or Japan current is the same current as the California current.
 () 23. The Kuro Siwa really starts at the coast of Mexico.
 () 24. The Kuro Siwa is cooled by the Antarctic temperature.
 () 25. The Humboldt or Peruvian current comes from the Arctic Ocean and flows toward the Bay of Panama.
 () 26. The Humboldt current passes the Juan Fernandez Islands or "Robinson Crusoe" Islands.
 () 27. The "Robinson Crusoe" Islands lie about 400 miles off the coast of Chile.
 () 28. The real name of Robinson Crusoe is "Alexander Selkirk."
 () 29. Alexander Selkirk, after a quarrel with his captain, was put ashore on Juan Fernandez in 1704.
 () 30. The Hawaiian Islands are about 2300 miles west of San Francisco Harbor.
 () 31. The Hawaiian Islands are greatly benefited by the northeast trade winds.
 () 32. The Mouna Kea towers to a height of 13,800 feet above sea level.
 () 33. The Mouna Loa and the Mouna Kea are extinct volcanoes.
 () 34. Honolulu resembles an oriental city rather than a modern American city.
 () 35. Not far from Honolulu is the American naval base of Pearl Harbor.
 () 36. Pearl Harbor was attacked by the Japanese December 10, 1941.
 () 37. Captain Cook rediscovered the Hawaiian Islands.
 () 38. Until recently Hawaii was an independent kingdom.
 () 39. Queen Liliuokalani of the Hawaiian Islands was known for her philanthropy and kindness.
 () 40. The Hawaiians belong to the Polynesians who may have originated in India.
 () 41. The most beautiful island of Polynesia is the Island of Tahiti.
 () 42. The Island of Tahiti is known for its desert soil and unproductiveness.
 () 43. Most Europeans in Tahiti live in Papeete.
 () 44. The Samoan Islands are more than 300 in number.
 () 45. The Samoan town of Pago Pago, on the Island of Tutuila, has one of the finest harbors in the Pacific.
 () 46. The Marianas belong to Micronesia, or "The Small Islands."
 () 47. The Fiji Islands, the New Hebrides, New Guinea, and the Solomon Islands are called Milanesia, or "The Black Islands."
 () 48. These islands get the name from the severe character of their mountains.
 () 49. Not so long ago, some of the Milanese were inhabited by cannibals.
 () 50. American marines landed on the Solomons in August, 1942.
 () 51. Guadalcanal Island belongs to the New Hebrides.
 () 52. The American marines won the battle of Guadalcanal with the loss of men and planes.
 () 53. The Solomon Islands were rich in gold.
 () 54. The Spaniards thought that King Solomon obtained his gold for building the Temple in Jerusalem at these islands; hence, their name, Solomon Islands.
 () 55. The Solomon Islands are rich in valuable timber, especially ebony.
 () 56. The Marshall and Gilbert Islands are great volcanic rocks.
 () 57. Coral Islands are built up from the bottom of the sea by tiny skeletons of marine organisms, called corals.
 () 58. Pearl fishing is the major occupation of the inhabitants of the Marshall and Gilbert Islands.
 () 59. Pearl diving, today, has been rendered a very safe business.
 () 60. Pearl divers go to the bottom of the sea by means of caissons.
 () 61. The Island of New Zealand covers a distance of 1000 miles.
 () 62. New Zealand was discovered by the English navigator, Able Tassman, in 1642.
 () 63. The white population on the New Zealand numbers about 1½ million.
 () 64. New Zealand is one of the best French colonies.
 () 65. The capital of New Zealand is Canberry.
 () 66. New Zealand exports large quantities of gold and pearls.
 () 67. Australia lies 1200 miles off New Zealand.
 () 68. From the point of view of exports New Zealand may be compared with Denmark.
 () 69. Although almost as large as the U. S., Australia has only one half as many people as New York City.
 () 70. Most of the white people in Australia live in the interior of the continent.
 () 71. Australia is the most important wool-producing country in the world.
 () 72. Australia was discovered by the Dutch, and explored by the British Captain Cook.
 () 73. Australia received its first settlers from Europe in 1850.
 () 74. Australia was used as the base for conquering the Jap-seized islands of the South Pacific.
 () 75. During the war thousands of American soldiers joined forces with the Australians.
 () 76. The capital of Australia is Sydney.
 () 77. Proceeding through the Coral Sea and the Torres Strait, we come to the fabulous East Indies.
 () 78. The Banda Sea, the Java Sea, and the Zulu Sea are parts of the Indian Ocean.
 () 79. The largest Islands of the East Indies are: Java, Sumatra, Borneo, and Celebes.
 () 80. The natural wealth of the East Indies would be sufficient to support the people of many lands.
 () 81. The Philippines lie south of the Zulu Sea.
 () 82. The Philippines count more than 7000 islands in number.
 () 83. The Philippines were discovered by Balboa in 1521.
 () 84. The Philippine Islands were named in honor of King Philip of France.
 () 85. Manila has the finest harbor in the Far East.
 () 86. Manila Bay is formed and protected from the open sea by the Peninsula of Bataan, and the Island fortress of Corregidor.
 () 87. In 1944, the American forces lost the battle of Bataan.
 () 88. The American forces in the Pacific theater of war were commanded by General Eisenhower.
 () 89. The Philippine Islands, at the present time, are an incorporated territory of the U. S.
 () 90. The Japanese Islands stretch through a distance as great as that from Florida to Northern Labrador.
 () 91. Marco Polo explored Chipangu, the secluded island of Japan.
 () 92. The Japanese, for centuries, invited Europeans to their country.
 () 93. Commodore Perry, sailing on the Susquehanna into the Bay of Tokyo, forced Japan in 1854 to open its doors to people of the western countries.
 () 94. The climate of Japan, as may be expected, is uniform throughout the country.
 () 95. The Japanese are a highly intelligent people.

1. F
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- () 96. Within the span of 50 years, the Japanese did much to westernize their country.
- () 97. The Kurile Islands stretch from Japan to the Peninsula of Kamtchatka.
- () 98. The Aleutian Islands separate the Northern Pacific and the Bering Sea.
- () 99. Alaska has proved an unimportant possession of the U. S.
- () 100. Air transportation promises to make Alaska a strategic center for intercontinental air routes.

Answer Key

1. F	21. F	41. T	61. T	81. F
2. F	22. T	42. F	62. F	82. T
3. T	23. T	43. T	63. T	83. F
4. T	24. F	44. F	64. F	84. F
5. T	25. F	45. T	65. F	85. T
6. T	26. T	46. T	66. F	86. T
7. T	27. T	47. T	67. T	87. F
8. T	28. T	48. F	68. T	88. F
9. T	29. T	49. T	69. T	89. F
10. T	30. T	50. T	70. F	90. T
11. F	31. T	51. F	71. T	91. F
12. T	32. T	52. F	72. T	92. F
13. T	33. F	53. T	73. F	93. T
14. F	34. F	54. T	74. T	94. F
15. F	35. T	55. T	75. T	95. T
16. T	36. F	56. F	76. F	96. T
17. F	37. T	57. T	77. T	97. T
18. T	38. T	58. F	78. T	98. T
19. T	39. T	59. F	79. T	99. F
20. T	40. F	60. F	80. T	100. T

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STAMP DAY REMINDER

Every Monday and Tuesday morning at Emery Elementary School, Washington, D. C., sixth grader Edward Evans goes to each classroom with the Stamp Day reminder card which he holds up for all the children to see. He makes no announcement, just stands at the front of the room until all the children have seen the card, then proceeds to the next room. On Mondays, he shows the "Stamp Day Tomorrow" side, on Tuesdays, the card says, "Stamp Day Today."

Edward, now 11, has been saving through purchases of stamps and bonds since he was 9. Eager for the School Savings Program to begin last fall, Edward suggested this method of publicizing Stamp Day and was appointed to the job. (Stamp Day Reminder Cards are available on request from State Savings Bond Offices.)

A Mother's Day Basket

*Sr. Mary of the Compassion, O.S.M. **

Nothing could be daintier or more significant than a basket of "spiritual" flowers for Mother on her own day.

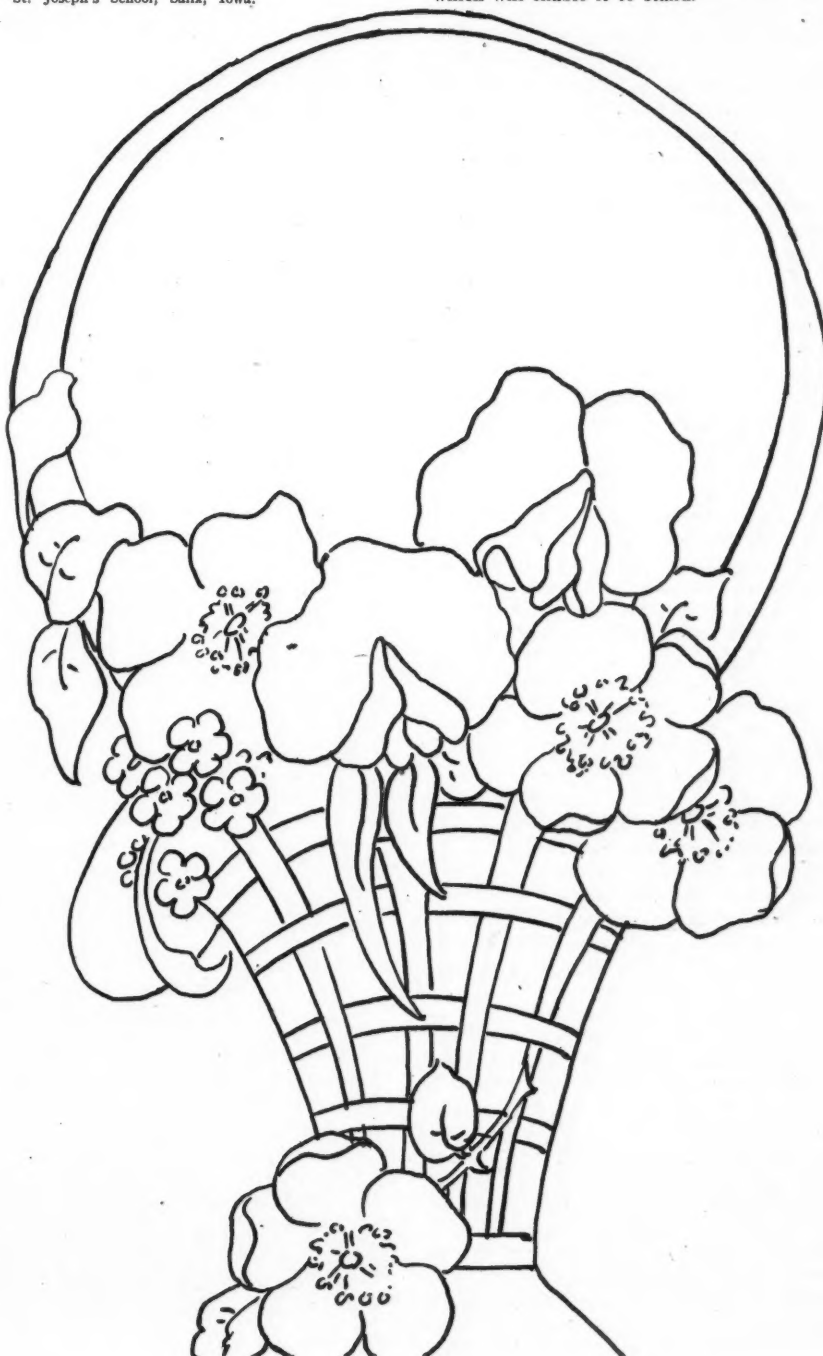
A little enclosure card, attached to the handle, carries the spiritual bouquet.

The wild roses are a delicate pink, the sweet

peas, pale blue and violet, and the forget-me-nots are blue.

The basket is pale yellow, shaded with deeper yellow and brown.

Before hectographing the pattern, make a deep, double fold at the bottom of the paper, so that the basket may be cut nearly double which will enable it to stand.



*St. Joseph's School, Salix, Iowa.

Aids for the Primary Teacher

Counting Beyond Ten in the First Grade

Amy J. De May, Ed.D. *

V. THE NUMBERS TO 100

In the twenties decade the children should make a chart with toy money, using 2 10-cent pieces for the twenties in 2 rows, followed after the first by 1 penny in the second bank, by 2 in the third bank, and so on to 29. This will necessitate the making and cutting out of 20 10-cent pieces as well as the required number of pennies. The same should be done in the thirties on a new chart, with each 30, 3 10-cent pieces and the required number of pennies. The same should be done with the forties, fifties, and so on to 99, which of course requires 9 dimes and 9 pennies. When these are finished, the best ones in each decade should be picked out, and, if possible, beginning with the teens at the top, hang them on the wall with each decade of the 9 in order under each other.

While we are not going on to teach numbers or counting beyond 100, we wish to complete the counting through the 100 point. The children are therefore set to counting piles of beans, corn, and toy pennies in piles of 10, after asking someone to tell that at 99 but 1 more is needed to make 100. By now their experience with the other decades will make them at once note that for the nineties decade 1 more makes another 10 in beans, corn, pennies, and that when using dimes in place of the 10 pennies of each decade they may do the same in the nineties decade.

This continual counting through each added decade gives the pupils the feel of quantity. We wish him to advance from the conception where, at any number larger than 10, he says, "Hundreds and hundreds," to the point where, when he has some idea of how many and says, "Hundreds," he realizes what he is saying because quantities more than 10 mean something to him. We wish also, by substituting the dime for 10 pennies in building up the teens and decades, to prepare him for that all-important notion, the place value of numbers based on a decimal system.

We have had the children build charts of each decade with the numbers arranged vertically, a plan which gives the right hand pattern of the digits in each, as 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and each of the decades with the left hand number the same throughout the decade. We now should build the hundred chart with abstract numbers to 100, arranging the numbers horizontally. This should be developed by the children with the teacher's help, the teacher placing the numbers in rows on the board and the pupils placing them within the squares on squared paper, as follows:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

With this chart they may count on the chart, following each column from top to bottom, giving further consciousness that as one goes from decade to decade he follows the pattern on the left side of 1, 2, 3, 4, 5, 6, 7, 8, 9, and that after crossing to the decades as represented by 10, 20, 30, 40, 50, 60, 70, 80, 90, the next number in each decade is 1, 2, 3, etc., as, 1, 11, 21, 31, 41, 51, 61, 71, 81, 91, and then the same plan is followed by the next number 2. These he should not yet be compelled to say without reading down the chart, but the tens he should soon be able to follow from 10 to 100, that is, counting to 100 by 10. If he discovers it himself, as the brighter ones will, he may count to 95 by tens beginning with 5. Some children may find out the scheme of counting 11, 22, 33, 44, 55, 66, 77, 88, 99, but this should be left, if not self-discovered by the children.

Now that each child has made his own small hundred chart, a larger one for the wall should be built. For this the teacher will rule off in two-inch squares, or larger, within which to paste calendar figures from a large calendar pad, to make a wall hundred chart that can be seen from all parts of the room.

For further use the pupils may prepare games, each for himself to be kept in envelopes for busy work. For this the teacher should provide a quantity of tagboard rectangles of a convenient size, perhaps $1\frac{1}{2}$ by 3 inches would be a good size to handle. The first game should cover the numbers from 10 to 19, and then one for each decade in the same manner. Later 2 decades and then 3 can be put together.

For the forties decade, for example, a card is made with each of the numbers 40 to 49. Other cards are made for $10+10+10+10+10=$, $10+10+10+10+1=$, and so on through the decade. Then the same with the tens arranged vertically and the 1 at the top, or 2, etc. There would be cards for $40+1=$, $40+2=$, etc.; also for $30+10=$, and possibly $35+5=$. The pupils should bring from home items cut from newspapers whose prices are within the decade, and paste them on cards, as the following:

GRADE "A" LARGE
FRESH EGGS Doz. 47¢

ORANGE JUICE Big Can 41¢

Pears can 40c

The children should also with their patterns of toy money put the drawing of the required number of dimes and pennies on cards for the numbers from 40 to 49.

With these cards a child may then play a game of match with himself. First he may lay the cards with the decade numbers, as 40 to 49, in a row at the top of the desk, and then place under each as he picks them up the cards whose amounts are the same. For example "Pears, can, 40 cents" is placed under 40, and likewise $30+10$, $39+1$, $10+10+10+10=$, and so on.

When more than one decade is put together, a child should be allowed to use a table. Then, when several decades are made into one game, the cards can be dealt out to two or more pupils who place their cards, one at a time in turn, the others watching to see if they have it right; or they may all work at once to see who can place them quickest without errors. In the case of two pupils the same row of each on one side, building up from the same line of answer numbers. Or there may be other arrangements.

As soon as the teens are taught, pupils should be asked to find certain pages in their reading and number books, and others they use, within that range of numbers. In the same way as each decade is covered that and all previous numbers should be used in finding pages. A good plan is to have review reading, asking pupils to turn to a particular page. In that way, the teacher can control the numbers asked for and make certain pupils are not asked to find the numbers to pages before they know them well enough.

Another good review scheme is to have numbers written or pasted on good-sized cards that when set on the ledge of the board can be seen across the room. With a card for each number, these cards are mixed up and distributed among several children. When the teacher gives the signal to begin, the child who has 1 sets it at the left end of the ledge. As soon as it is in place the child with 2 hurries to place his next, and then the child with 3, and so on as fast as they can put them there. Such work can be done, if desired, as soon as the teens are completed, and

*Clifton Springs, N. Y.

repeated as often as desired after each decade has been taught.

The teacher will, no doubt, think of many other ways for using the numbers for recognition, and for reading and writing them.

Of course, if a class is the slow kind, the development work will have to be repeated and carried on at a slower pace; and if a class

is unusually quick the work may be covered in less time. We must remember in teaching numbers to first-grade children that the number idea itself is highly abstract, and the content with which the word name or the figure is mentally invested becomes part of it by use, until quantitative values become an attribute of the figures when seen or heard.

Kindergarten Pictures

*Yvonne Altmann **

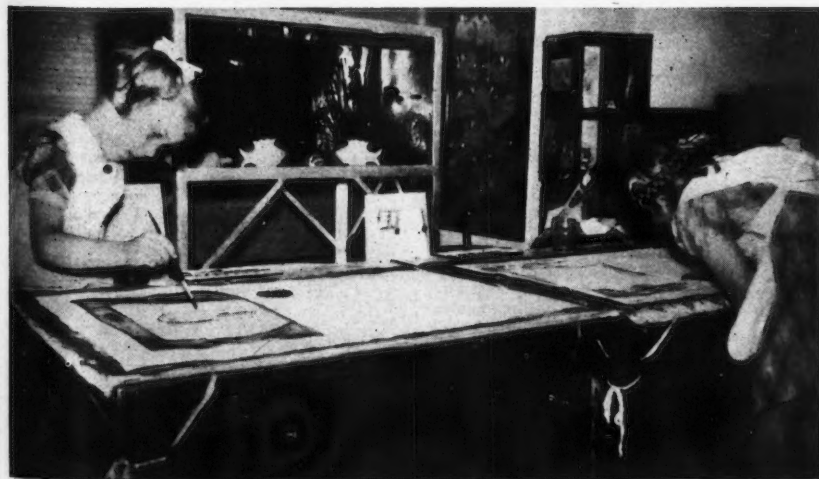
MAY

I. Motivation

The children made May baskets to hang

*Kindergarten Director, Oshkosh, Wis.

on the door of a special friend or to hang on their own doors for their mother. This idea carried over into kindergarten to make a picture showing the May basket hanging on the door.



Corliss and Sally Painting Their May Basket Pictures.

II. Objectives

Same as in September, except that water color and cut paper are the mediums used.

III. Development

Read the story of Corliss and Sally. They will tell you about the development of the pictures.

May Pictures

Corliss and Sally

Sally (1) and Corliss were chosen to make the doors because we made the best little pictures. All the other children made the baskets and cut out the flowers freehand. They used many pretty colors.

May Day

Corliss Eberhardt

I made the door first with black water color paint. Then I made the doorknob. Miss Altmann helped me make a straight window. I wanted a straight window, and I couldn't make one alone. I made the curtains orange, the shade brown, and the background green. I made the girl's hair brown, eyes blue, nostrils brown, and mouth red. The buttons were black.

After the picture was dry, it was tacked on the bulletin board. One of the May baskets was tacked on the doorknob. It made it look as though it was really hanging on the doorknob.

Mother's May Day Surprise

Sally McLain

I made a May picture. Like Corliss I painted the door first, the doorknob, and then the window. The curtains are blue, shade is brown with a blue tassel. I gave my mother yellow hair, blue eyes, black nostrils, red mouth, green buttons, blue and white striped dress.

After I washed my paint brush, I emptied out the water and put the box of paints and the jar back in the cupboard. Then I took off my smock. Corliss did the same thing.

My picture was hung up as soon as it was dry. The basket of flowers looked very pretty hanging on the doorknob.

We (Sally and Corliss) liked making the May pictures.

IV. Outcomes

Same as in September, except the handling of water color and cut paper as the art medium and May Day was discussed in relation to making the pictures.

V. Integrations

Same as in September, except that stories, poems, and songs about flowers and their mother were told and taught to the children.

ALIKE

Did you know that the book for children, *Peter and Wendy*, by James Barry is the story of his play, *Peter Pan*?

New Books of Value to Teachers

Canon Law

By Most Rev. Amleto Giovanni Cicognani, Archbishop of Laodicea and Apostolic Delegate to the United States. Cloth, 892 pp., \$5. The Newman Bookshop, Westminster, Md.

This is the second and revised edition of the translation by Rev. J. M. O'Hara, Ph.D., and Rt. Rev. Msgr. Francis J. Brennan, D.D., J.U.D. The book is well known in its first edition and the Newman Bookshop has done a distinct favor to students of canon law in presenting it once more.

The treatment is divided into three main parts. Part One, Introduction to the Study of Canon Law, discusses the introduction to law, law in general and canon law in particular, and the sources of canon law. Part Two, History of the Sources of Canon Law, presents preliminary notions, historical notes on the authority of the pope in the early church, councils, the history of collections and of the science of canon law from the earliest times up to the present. Part Three is a thorough commentary on Book One of the Code. Comprehensive indexes give the book maximum usability.

This is, of course, primarily a book for students of canon law. But it is a book that may well be read by every intelligent Catholic who wishes to know something of the discipline of the Western Church. — A. C.

A Catholic Quiz Book

By H. A. Kenny and G. P. Keane. Cloth, 204 pp., \$2. The Macmillan Company, New York 11, N. Y.

A Catholic Quiz Book should be in the hands of every teacher in the elementary school and even in the high school. In the hands of the teacher it furnishes a practical way to supplement and to complement instruction, to further interest, and to add a great deal of marvelous information that students ought to have about Catholics and the Catholic religion but which are not ordinarily included in the organized course of study.

This is a book taking advantage of the great interest in quizzes prepared by a newspaperman and a pathologist whose common interest is their concern about Catholicism. They have put together 42 quizzes of twenty questions each and two special quizzes of one hundred questions each, making one thousand questions and answers in all. There are groups about practically all aspects of the Church, the Bible, the Papacy, history, literature, science, art, architecture, the saints, feasts and fasts, and the Apostles.

Besides its formal use in supplementing instruction, it is an interesting book for any person to take up at any time and just check himself on the many interesting questions raised. It would also furnish a very good and stimulating game for a social evening. — E. A. F.

How to Talk Effectively

Lawrence W. Rogers. Cloth, 224 pp., \$2.50. Joseph F. Wagner, Inc., New York 8, N. Y.

This book is addressed to the professional or businessman—and woman—who desires to develop the ability to speak effectively in his daily occupational and social life and on those rare occasions when he must address a group. Successive chapters present in details that great complexity of skills needed to speak our illogical and difficult English language.

Throughout the author emphasizes the attitudes of sincerity, friendliness, and self-reliance, and poise which go so far in making speech the unconscious tool of successful living.

The New Lectionary

By Rev. Clement H. Crock; arrangement of Epistles and Gospels by Rev. Joseph F. Scharrer, C.P.P.S. Keratol, 425 pp., \$5. Joseph F. Wagner, Inc., New York, N. Y.

This edition of the Gospels and Epistles for the

Sundays and holydays of the year has a double appeal. The texts taken from the Douay are arranged in sense lines and printed in large type. The accompanying explanatory sermon outlines are developed around a historical and a spiritual theme respectively and are based upon the liturgy. The volume is a fine example of American ecclesiastical bookmaking.

Vitalized General Science

By Barclay M. Newman. Edited by Sebastian Haskelberg. Paper, 380 pp., 75 cents. College Entrance Book Company, New York 11, N. Y.

This book, divided into four sections, includes: modern ideas about the nature of matter and how it changes; the practical uses for these basic ideas; living beings; and the earth, the sun, and the stars.

Writing Is Fun

By Madeleine F. Silvester. Paper, 96 pp., 56 cents. Beckley-Cardy Co., Chicago, Ill.

This book is intended for first graders who are learning to write. Interesting exercises have been developed to enable the child to experience early success, and to build muscular co-ordination, a prerequisite to writing.

Give This Man Place

By Rt. Rev. Msgr. Hugh F. Blunt. Cloth, 141 pp., \$2.50. The Bruce Publishing Co., Milwaukee 1, Wis.

This is the second printing of Msgr. Blunt's well-written chapters on the prerogatives of St. Joseph, the greatest of the saints after Mary. The chapters consider him as: a man after God's heart, the chosen man, the just man, a married man, an obedient man, a sorrowing man, a happy man, etc.

Msgr. Blunt's purpose is to stir up devotion to St. Joseph in the soul of the ordinary Catholic, through a knowledge of this great saint whom to know is to love.

The Quest of Ben Hered

By C. M. de Heredia, S.J. Cloth, 336 pp., \$3. The Bruce Publishing Co., Milwaukee 1, Wis.

This is a translation of a book long a best seller in Spanish-speaking countries. In the form of a story, it presents the many forgotten and unheeded, and not popularly known details regarding the history and geography of the Holy Land without which we do not comprehend fully the meaning of many incidents related in the Gospels. The author has woven these things into his story as a modern newspaper reporter would tell them while observing the events of our Lord's life and their effect upon the people.

The author, Father de Heredia, is the Jesuit Father who spent 11 years traveling with a theater troupe exposing the fakery of spiritualism and performing as a magician the feats of the spiritualists.

Fun at the Playground

By Bernice O. Frissell and Mary Louise Fribele. Cloth, 88 pp., \$1. The Macmillan Company, New York, N. Y.

Two purposes are achieved in this second-grade reader. Right attitudes in play and information concerning games are provided. A considerable number of words used in happy play are introduced.

Here Comes Daddy

By Winifred Milius. Spiral bound, 24 pp., \$1.25. Wm. R. Scott, Inc., New York, N. Y.

A picture book about transportation, for children 2-3.

The Plastics Industry

By Josephine Perry. Cloth, 127 pp., \$2. Longmans, Green and Co., Inc., New York, N. Y.

This book was written for students who wish to know about the progress made by science in both branches of the plastics industry, the material manufacturers and the producers of finished articles. A consistent effort was made to keep the text free from involved technical descriptions of manufacturing processes.

Fighters for Freedom

By Harlan Eugene Read. Cloth, 287 pp., \$2.50. Robert M. McBride & Co., New York, N. Y.

This book is an uncritical, emotional account of fighters and fights for freedom. For a real understanding of most of the lives and events narrated, a far more judicial treatment is necessary. It should be added that the author considers Jesus as just one reformer in the long list included.

Robinson Crusoe for Young Folks

By Stella and William Nida. Cloth, 128 pp., \$1.20. Beckley-Cardy Co., Chicago, Ill.

Daniel Defoe's ever popular story of Robinson Crusoe, shipwrecked alone on an island, is retold in simple language. His resourcefulness in finding food, clothing, and shelter, and his experiences with cannibals, mutineers, and his man, Friday, add up to a lively adventure story for grades 3-6.

Surprise Fun

By Sybil Anderson. Cloth, 48 pp., 85 cents. Beckley-Cardy Co., Chicago, Ill.

A well illustrated book with a vocabulary of only 25 words, selected from lists found in most basic preprimers.

Royal House of Beupre

By Georges Belanger, C.S.S.R. Paper, 274 pp., 75 cents; cloth, \$1.50. St. Alphonsus' Bookshop, Ste. Anne de Beupre, Basilica of St. Anne, Quebec, Canada.

This book tells very simply but effectively the history of the Shrine of Ste. Anne at Beupre near Quebec. It begins with the earliest history of the French colony and carries through to the present day. The final chapters tell of the work of the Confraternities connected with the Shrine, describe the new basilica, and hint at the continuing message of the Shrine to the world.

Animal Hide and Seek

By Dahlov Ipcar. Boards, 40 pp., \$1.50. Wm. R. Scott, Inc., New York, N. Y.

An animal picture book, presenting the animals in their natural background.

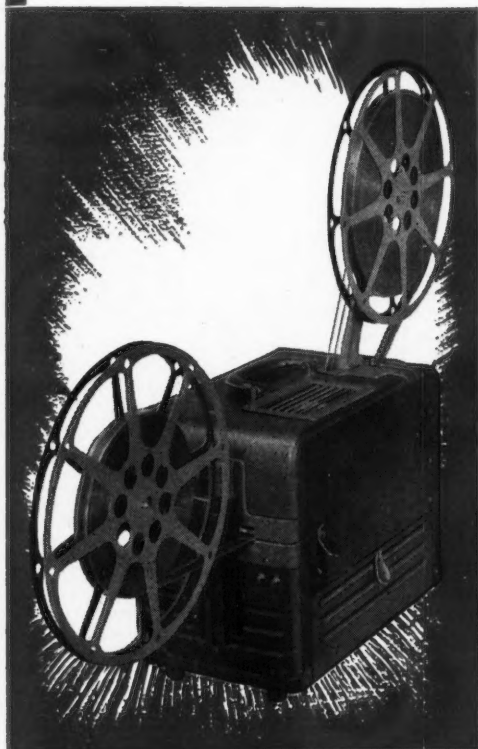
Christopher Literary Award

The Christophers are offering three prizes of \$15,000; \$10,000; and \$5,000 respectively for the best book-length manuscripts submitted before November 15, 1948. The manuscripts may be fiction, biography, adventure, romance, mystery, or of any class chosen by the author—so long as they are based on Christian principles and not against them. The contest is open to all authors, residents of the U. S. or its possessions, whether new or established writers, of all races and religions.

Information about the contest may be obtained from: The Christophers Book Award, 121 East 39 St., New York 16, N. Y. If you want a 24-page booklet *Calling Christopher Writers*, enclose 5 cents.

The Christopher movement was organized by Rev. James M. Keller, M.M. It is composed of those who undertake individually and personally to restore Christian principles in public life. By prayer and work they strive to "bear Christ," especially in the fields of education, government, labor-management, and communication of ideas (newspapers, motion pictures, radio, magazines, books, and other media).

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Schools and colleges have an always-dependable teaching aid in Filmosound, the Bell & Howell 16mm sound film projector that augments your good work.

Presenting your selections from today's vast and ever-growing resources of educational films, Filmosound helps speed instruction and lighten the heavy teaching loads brought about by large classes.

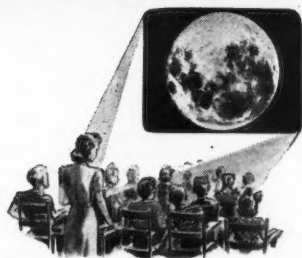
**Filmosound assures you
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NAME	ADDRESS	PHONE	TEACHER	GRADE	STATUS
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Margaret Burke	135 E. 60th St.	Ho. 5-0908	Mr. J. J. Toolen	11	Plus Three
James Caffert	700 W. 14th St.	Ch. 4-5746	Mr. J. J. Toolen	12	Normal
Raymond Cagney			Mr. J. J. Toolen		

One glance at this *visible* school record tells you "Margaret Burke" is now qualified to take advanced work. The *visible* margin shows her AQ normal, her age-grade position "plus three." You readily see which grade and school building "Michael Brown" will be in next term.

You see you must plan new commercial courses for the *visible* margin signals indicate more students with business vocational preferences. In short, without tedious analysis of the detailed record you see the facts you need for sound planning. That is how Kardex *visible* school records and tell-tale margin signals make administrative work faster and more resultful. Seen together, the *visible* margin signals are "Charted Facts" that suggest rather than defy planning.



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Catholic Education News

BROTHERS OF SACRED HEART CENTENARY

The Brothers of the Sacred Heart are preparing to celebrate the centenary of their arrival in the U. S. The center of centennial activities will be at Mobile, Ala., where the Brothers began their work on American soil. Not only is their pioneer project, the Catholic Boys' Orphanage on Mobile Bay, still staffed by the Brothers of the Sacred Heart, but the Brothers have branched out, so that today their educational establishments are as far north as Hudson Bay. They have schools in the Archdioceses of New Orleans, Boston, and New York; and in the Dioceses of Alexandria, Brooklyn, Manchester, Mobile,

Natchez, Oklahoma, Portland, Me., Providence, and Trenton. In the very best sense of the word *Catholic*, these educators have not confined their labors to this country alone; for American Brothers of the Sacred Heart are located in such distant regions as Basutoland, Chile, Haiti, Madagascar, and Uganda. In this centennial year the Brothers propose to open a teacher training center in the Anglo-Egyptian Sudan.

What special traits distinguish these educators? This can best be answered by a very complimentary remark made by an admirer of the Brothers: "You men know American boys intimately and you win their confidence readily. You have an intuition into their boyish problems." However one may attempt to analyze their philosophy of education, this one fact is quite apparent: down the avenue of the years,

the Brothers have engaged in the work of education with the characteristic zeal of their esteemed Founder. In their work of guidance and character training this indomitable spirit has stood them in good stead. Imbued with the spirit of their predecessors, the Brothers spare no efforts in making their charges better Christians and upright citizens. They are trained to feel that any dereliction of duty would constitute a betrayal of the trust reposed in them by the parents of their students.

Basic methods that have stood the test of time are rigidly followed, while frills are ruthlessly discarded. The one consuming ambition of the Brothers is to continue rendering a substantial service to the boys under their tutelage. With this in mind they give first place to the teaching of religion. It is the focal point around which all their energies are expended. And, in common with other Catholic educators, their aim is to develop, orderly and harmoniously, the soul and body. They are on record as nonsubscribers to the tenets of so-called progressive education who, unable to understand discipline, have invented a philosophy of defeatism. By maintaining orderly institutions, the Brothers know, from past experience, that the pupils whom they educate will face the uncertainties of the future with faith and confidence.

One of the pioneer Brothers, whose memory is still cherished in the Southland, was Brother Charles. What the old-timers say of him may aptly be applied to many of his confreres, while at the same time it gives an added insight into the motivation of their teaching. Brother Charles was not only a distinguished educator, but a singularly attractive personality, liberal in mind, thoroughly unselfish, wholly constructive. He kept the spirit of youth and his popularity knew no bounds. An intellectual giant, his company was sought by the most cultured circles. Being well informed on current events, conversant with literature and science, his opinions were greatly respected.

In conformity with the wishes and spirit of his Congregation, this educator was very especially attentive to those students who were slow to learn, or whom chill penury held in thrall. How many of his former pupils still would be dragging the chain of a sordid existence, but for their teacher's interest? On the brink of eternity this molder of men's character could whisper to his angel, "I pray thee, write my name as one who loved his fellow man."

In a recent utterance, our Holy Father, Pope Pius XII said, "1947 is the year of fulfillment." Taking this for their cue, the Brothers of the Sacred Heart rededicate themselves to the cause of Catholic education, realizing that "he who molds character writes the history of the future."

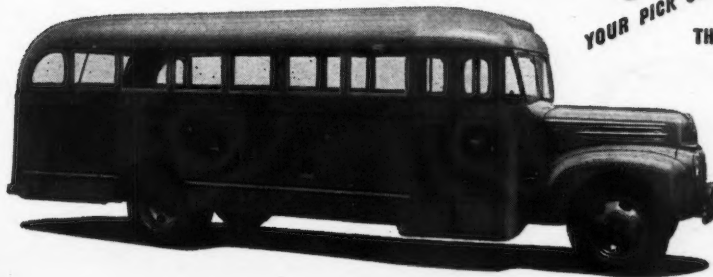
A celebration of the centenary of the Brothers of the Sacred Heart will be held in Mobile, April 23 and 24, under the auspices of Most Rev. T. J. Toolen, bishop of Mobile. Bishop Toolen will offer a solemn pontifical Mass at which Most Rev. Joseph F. Rummel, archbishop of New Orleans, will preach. A Brothers' choir will supply the music. State Senator Edmond Deramee, of Thibodaux, La., a graduate of the Brothers' school of St. Stanislaus, Bay St. Louis, Miss., will act as toastmaster at a noonday dinner. Notable persons in ecclesiastical and civic life will participate in an evening reception. The Jesuit choir of Spring Hill College will chant the music for a solemn requiem Mass for deceased Brothers of the American province of the Brothers of the Sacred Heart.

NEW HIGH SCHOOL ADDITION

Work has been started on a new 3-story addition to St. Catherine's High School, Racine, Wis., according to announcement by Rev. S. B. Winkowski, principal. Dominican Sisters are the teachers at St. Catherine's. The school, originally for girls, became coeducational when the present building was opened in 1924. It was designed for 500 pupils, but now has an enrollment of

(Continued on page 22A)

The Ford School Bus chassis, available in 158" and 194" wheelbases, meets rigid safety, economy and performance requirements—and its reliability and long service life are famous. This body is by Gillig Bros., Hayward, California.



THE 6
YOUR PICK OF POWER
THE 8



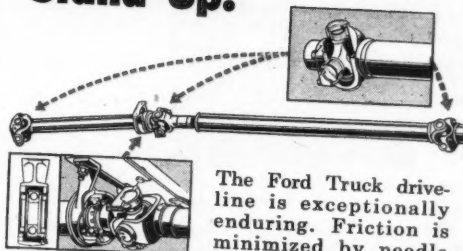
"WE AGREE— FORD TRUCKS LAST LONGER!"

Mr. Robert S. Swanson, treasurer, S. B. Thomas, Inc., Long Island City, N. Y., wrote recently: "In our fleet of 128 Ford Trucks, 36 are over 10 years old, and 6 are 1932 models—14 years old! Their reliability and economy have given us good reason to be thankful that Ford Trucks Last Longer."

ONLY FORD GIVES YOU ALL THESE LONG-LIFE TRUCK FEATURES: Either of two great engines, the V-8 or the SIX, both with full pressure lubrication to all main, connecting-rod and camshaft bearings, Flightlight oil-saving 4-ring pistons, precision-type heat-resistant bearings and fast-warmup temperature control • rear axle design that takes all weight load off the shafts ($\frac{3}{4}$ -floating in half ton units, full-floating in all others) • heavy channel section frames, doubled between springs in heavy duty models • big, self-centering brakes, with heavy, cast drum surfaces, non-warping and score-resistant—all told, *more than fifty* such examples of Ford endurance-engineering.

NATURALLY, FORD TRUCKS LAST LONGER! Latest 1946 registration figures show that 78% of all 1936 model Ford Trucks in use 9 years ago are still on the job! That's up to 15.8% better than the records of the next four sales leaders—5% better than the average of all four. Today's Ford Trucks are built to last longer. See your Ford Dealer!

ONE Big Reason— Ford Drive-Line Units Stand Up!



The Ford Truck drive-line is exceptionally enduring. Friction is minimized by needle roller bearings, protected by relief fittings, in all universal joints in all models. Half-ton chassis have two such joints. All other models (except 101" w.b.) have three, and, in addition, a heavy duty ball center bearing. This bearing is self-aligning—cushion-mounted in live rubber. It is leakproof, excluding dust and water. It is unaffected by frame flexing and is notably long-lived. Large-diameter tubular steel propeller shafts with forged ends are properly balanced. This assures freedom from destructive vibration and great strength without excess weight.

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MORE FORD TRUCKS IN USE TODAY THAN ANY OTHER MAKE

WE Recommend

You know the tea drinker. If he likes the tea he likes the meal—and will come back again and again. We know him, too. What's more, we know what will please him. Everything we have learned in sixty-four years as tea specialists we have put into Sherman

Blend Exquisite Tea. You can serve Sherman Blend for less than a penny a cup. Do you know any other way in which a fraction of a penny can be so important?



JOHN SEXTON & CO. 1947

Catholic Education News

(Continued from page 20A)

927. Freshmen attend in the morning and others in the afternoon.

The new building, the classroom section of which, it is expected, will be ready in September, will bring the capacity to 1100 pupils.

The new building, according to the architect, A. J. Seitz, will contain 14 classrooms, 3 faculty rooms, a gymnasium, a cafeteria, and a band and music room.

Of modernized Gothic architecture, the addition will have a bronze granite entrance with sculptured panel doors designed by Sister M. Aquinas, director of art.

CHRISTIAN BROTHERS CONFERENCE

The Ninth Annual Convention of the Educational Conference of the Brothers of the Christian

Schools will be held at Saint Michael's College, Sante Fe, New Mexico, July 16-18, 1947. The theme is: "The work of the Brothers of the Christian Schools in the United States during the past hundred years in accordance with the educational philosophy of St. John Baptist de la Salle, founder of the Order." Delegates from the five American provinces will attend.

In addition to four general sessions, there will be various sectional meetings, to discuss problems of the college, the secondary school, the welfare institutions, etc. There will be reports of special committees, and of standing committees, and special reports on such matters as the missionary activities of the Brothers and on the 1948 nationwide observance of the centennial of the advent of the Christian Brothers to America. Brother Ralph, F.S.C., of the California Province, is president of the Conference. Brother Hugh Elzeur, F.S.C., of the St. Louis Province, is secretary general.

SISTERS OF ST. JOSEPH MEET

The Sisters of St. Joseph of Carondelet held the first postwar national meeting of their Educational Conference at St. Louis, Mo., April 12 and 13.

The conference was opened by Mother M. Pius, superior general of the Congregation, an organizer and former president of the Conference. Mother M. Caroline, principal of Sacred Heart School, Atlanta, Ga., the president, delivered her message. Sister Rose of Lima, dean of the College of St. Rose, Albany, N. Y., reviewed the history of the conferences. Sister M. Virginia, of St. Teresa's Academy, Kansas City, Mo., told about the work of the Sisters in Hawaii. Mother M. William, superior of the province of Los Angeles, was chairman of a panel discussion on vocations for the Congregation. There were sectional meetings for the college, the high school, and the elementary school. Rev. Alphonse M. Schwitalla, S.J., discussed "A Health Program for Teachers in Service."

SIGNIFICANT BITS OF NEWS

Dutch Honor Don Bosco

Recently a ceremony in honor of St. John Bosco was held at The Hague. Five cabinet ministers and a majority of the Catholic members of parliament were present—also Archbishop Paolo Giobbe, Apostolic Nuncio; Msgr. Theo. Van Straelen, director of the Catholic Central Bureau of Education; and other leaders.

Liturgy for Laymen

The Barclay Street Institute of Catholic Action, opened at St. Peter's Church, Manhattan, on February 21, a course in liturgy for laymen, in a series of six talks by Rev. A. Francis Klarman of Cathedral College, Brooklyn.

New Province

The Brothers of Christian Instruction have established a new district in the province of New Brunswick, Canada, and appointed Brother Victor as provincial.

Chapter of Resurrectionists

The Congregation of the Resurrection will hold a general chapter in Rome in June, the first in 11 years. Normally a chapter is held every 6 years. Delegates from Canada are: Rev. F. Michael Weiler, C.R., president of St. Jerome's College, Kitchener; Rev. Alphonsus Eicheldinger, C.R., master of novices; and Rev. Michael I. Kieffer, C.R., vice-president of St. Jerome's College. There also will be delegates from the U. S., Italy, Poland, and Bulgaria.

Canonization

Blessed John de Britto, Portuguese Jesuit martyr, will be canonized on June 22.

Liturgical Music

On March 19 and 20, a liturgical music conference sponsored by the Sisters College was held at the Catholic University of America.

On March 19, Rt. Rev. Msgr. Patrick J. McCormick, rector of the University, celebrated a solemn Mass with music by the Liturgical Music Conference Choir, directed by Rev. Alexis Wyger, S.S.C.C., and a sermon by Rev. Vincent C. Donovan, O.P. On March 20, Rt. Rev. Msgr. Edward B. Jordan, vice-rector of the University celebrated a solemn Mass of requiem for the deceased promoters of Liturgical Music, with music by children of the parochial schools of Washington.

Rev. John C. Selner, S.S., director of St. Mary's Seminary Choir, Baltimore, talked on "Sacred Chant in the Liturgy." This was followed by a demonstration of the chant by a group of Sisters. Very Rev. Msgr. S. J. Holbe, superintendent of schools of the Diocese of Buffalo, lectured on "The Administration of a School Music Program." His lecture was preceded by a panel discussion on "Methods in Music and the Issues Involved."

(Continued on page 25A)

Speaking of **P.F.D!**

PREMATURE FLOOR DETERIORATION

THIS IS QUICKER

BUT YOU CAN DO AS
MUCH DAMAGE THIS WAY!



Using the wrong cleaner on your floors can cut short their life just as surely as using a pick! *Play safe!*—guard against **P. F. D.** — use WHIZ-OFF. It's the modern, *safe* cleaner for all types of floors. We proved that in our own laboratories; then, to get the benefit of unbiased tests, we asked the United States Testing Company, Inc. to check our findings. Boiled down to bone, their report says: "*Of the ten cleaners tested, we would rate WHIZ-OFF far superior to the nine others as far as detergency (cleaning action) and*

its effect on linoleum and asphalt tile is concerned."

To you this means two things: (1) WHIZ-OFF does a better cleaning job with less work; (2) WHIZ-OFF helps prolong the life of your floors—wards off **P. F. D.**! Executives and Maintenance Supervisors are invited to ask their distributor, or write us on their business stationery, for free sample kit and laboratory report on the causes of **P. F. D.** R. M. Hollingshead Corporation, Camden, New Jersey; Toronto, Canada.



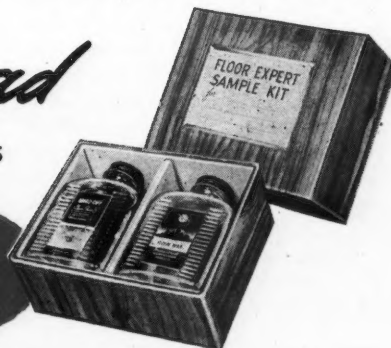
WHIZ-OFF AND WHIZ FLOOR WAX

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Floor Expert Sample Kit
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YOU CAN HELP

with This Nation-wide Problem of Economics



A report from J. H. Shields, Executive Vice President, Superior Coach Corporation, Lima, Ohio.



You school officials and teachers have an immediate, day-to-day contact with the problem of pupil transportation—a particular interest which is shared perhaps by no other group.

Here is a fact which may surprise you—thousands of schools are going without needed new school bus equipment today because of outdated methods of purchasing buses, and it is entirely possible—although progress toward more efficient purchasing was made in many states before the war—that the situation will get worse instead of better, unless concerted action is taken.

In other words, although school bus safety is a source of national pride, and although modern school transportation comprises a vast network of routes serving nearly 5,000,000 school children through the nation every day, school bus *buying* methods, in many localities, are as antiquated as the makeshift vehicles of 30 years ago. That is, during the short summer season, there comes, all over the country, a tremendous pell-mell rush to place school bus orders for delivery at the beginning of the school year. This is not a good thing.

It is not good for your school, and for thousands of other schools needing new buses. Buying decisions are

necessarily hurried; requirements, sizes and specifications cannot be properly studied. In short, purchases are too often made on a hit-or-miss basis, without the careful consideration and analysis which should be devoted to this vitally important problem. And this is simply because the school must "get in under the wire" with an approved order.

"Condensed" summer buying is not good for the school bus manufacturer, either, and therefore again not good for your school, as we shall see. Here is what happens:

It takes many skilled workers to build a modern, safe school bus, the manufacture of which has become a vast and important industry, employing thousands and using specialized, scientific methods and techniques. These workers are entitled to year-round employment. Under spasmodic bus buying conditions, they cannot get full employment in the school bus industry, because production, in attempting to adjust itself to demand, also becomes spasmodic.

This means a feverish production race for short periods, then much curtailment and idleness for long periods. It means a continual cycle of losing good workers to other industries, and hiring and training new men to replace them. Obviously, this is as unjust as it is inefficient and economically unsound. Actually, as long as these restricted buying schedules—governed usually by state budgets—continue to exist, practical production schedules are virtually impossible for the school bus manufacturer. Delivery delays are inevitable and everyone—bus purchaser, bus manufacturer, worker—is penalized needlessly.

What's the answer? Obviously a common sense program of *all-year* buying, so that when your school needs a bus, or anticipates the need for one, it can be approved and purchased, whatever the time of year. Proper analysis of needs and wise selection of the bus to meet them take time. You and others responsible for bus purchases, should be given that necessary time, and you should be given the opportunity to select vehicles in keeping with the needs of your locality. A fine school system, in which the whole community takes pride, deserves bus equipment which reflects that pride.

As stated above, in some states, steps have been and are being taken now to maintain all-year buying. But there is still much to be done, and you can help. You *should* help because you are interested in the maintenance and further improvement of the splendid safety and efficiency record of present-day school transportation.

So "talk it up" among the other officials and teachers in your school. See that the subject is brought up at board meetings and conventions. Satisfy yourself as to the facts. (Leading educators have thoroughly and impartially researched this problem—they have statistics to support the wisdom of all-year buying.) Finally, help see to it that your state legislature knows the full facts.

If you have any questions, or want further sources of information, I shall be glad to have you write me personally.

J. H. Shields

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Acoustical Treatment

(Concluded from page 166)

Separating walls between classrooms or offices in a school should be constructed of materials that will cause a noise transmission loss (T.L.) in decibels of about 40 to 45 for sound frequencies of 512 to 2048 averaged. Thus figuring the noises in a noisy classroom as about 60 to 65 decibels of noise level, these separating walls should cut this noise level down to from 10 to 15 decibels which would not be too disturbing under normal circumstances for the occupants of the next room. Wooden or plywood partition walls are entirely too noisy for adjacent classrooms. A good architect will have manuals and handbooks containing this very necessary data.

A maximum reduction of 10 decibels can be obtained by a good acoustical ceiling which is about a 50 per cent reduction in loudness judged by the ear. An acoustical material marked, say 70 or 70 per cent, reduces the sound at ceiling level this amount but, at head height, this noise level would be reduced only about 35 or 40 per cent.

If too much soundproofing is used, many desirable characteristics of good sound quality will be lost. Angular or broken contours of special design are frequently used to disperse sound. Ceiling splays and surface tilts are used for the same purpose. Thus sound may be dispersed and directed to other areas where it is absorbed or dissipated.

Catholic Education News

(Continued from page 22A)

School children of grades 1 to 8 demonstrated the results of their training in the Ward Method, under the direction of Jerome Murphy of Buffalo, N. Y. Mrs. Justine B. Ward directed a demonstration of sixth-year songs. Conrad Bernier gave a recital of masters of organ music—Bach, Brahms, Handel, and others.

School Banking Increases

A recent estimate made by the American Bankers Association says that, at present, approximately 1,500,000 pupils have an aggregate bank balance of \$40,000,000.

During war years the banks withdrew from the schools in favor of the sale of government savings stamps and bonds. Now the savings bank service in schools rapidly is approaching its high point of \$50,000,000 in 1929.

Many schools, however, are continuing the sale of savings stamps and government bonds as practical lessons in thrift.

SPECIAL EDUCATIONAL PROJECTS

Edison Exhibit

The Mercy High School (Chicago) chapter of the Science Clubs of America, during the month of February, put on exhibition replicas of five inventions of Thomas A. Edison; namely, the phonograph, the first fuse, the telespecan which improved the telephone, the reduction of friction through electricity, and the use of the magnet in separating iron ore. The project was in commemoration of the centenary of Edison's birth on February 11, 1947.

Helicopter School

The Lewis College of Science and Technology

at Lockport, Ill., has become the first college in the U. S. to offer training in helicopter flight. The course is open to all commercial pilots or private pilots with 200 solo hours.

Idea for Radio Program

The Child Study Association of America will give \$1,000 for the best idea for a new and original children's radio program submitted on or before June 1, 1947. For particulars address the Awards Committee, Child Study Association of America, 221 West 57th St., New York 19, N. Y.

Vocation Month

A rally of about 250 priests, Brothers, and Sisters teaching in Louisville, Ky., was held Feb. 25, to plan for Vocation Month in March. Brother Lionel, C.F.X., presided and Rev. Felix N. Pitt, secretary of the Catholic School Board, presented the program.

Means suggested were a daily prayer for guidance in choosing a state of life, novenas for guidance preceding the Feast of St. Joseph or the Feast of Annunciation, days of recollection stressing vocations, encouragement of the family rosary, and more frequent Communion.

The possibility of publishing a booklet describing the work of the religious orders in the Archdiocese of Louisville was discussed at the meeting. It was also decided to make arrangements with *The Record* for the publication of special articles and feature stories on the subject of vocations to both the religious and the married state.

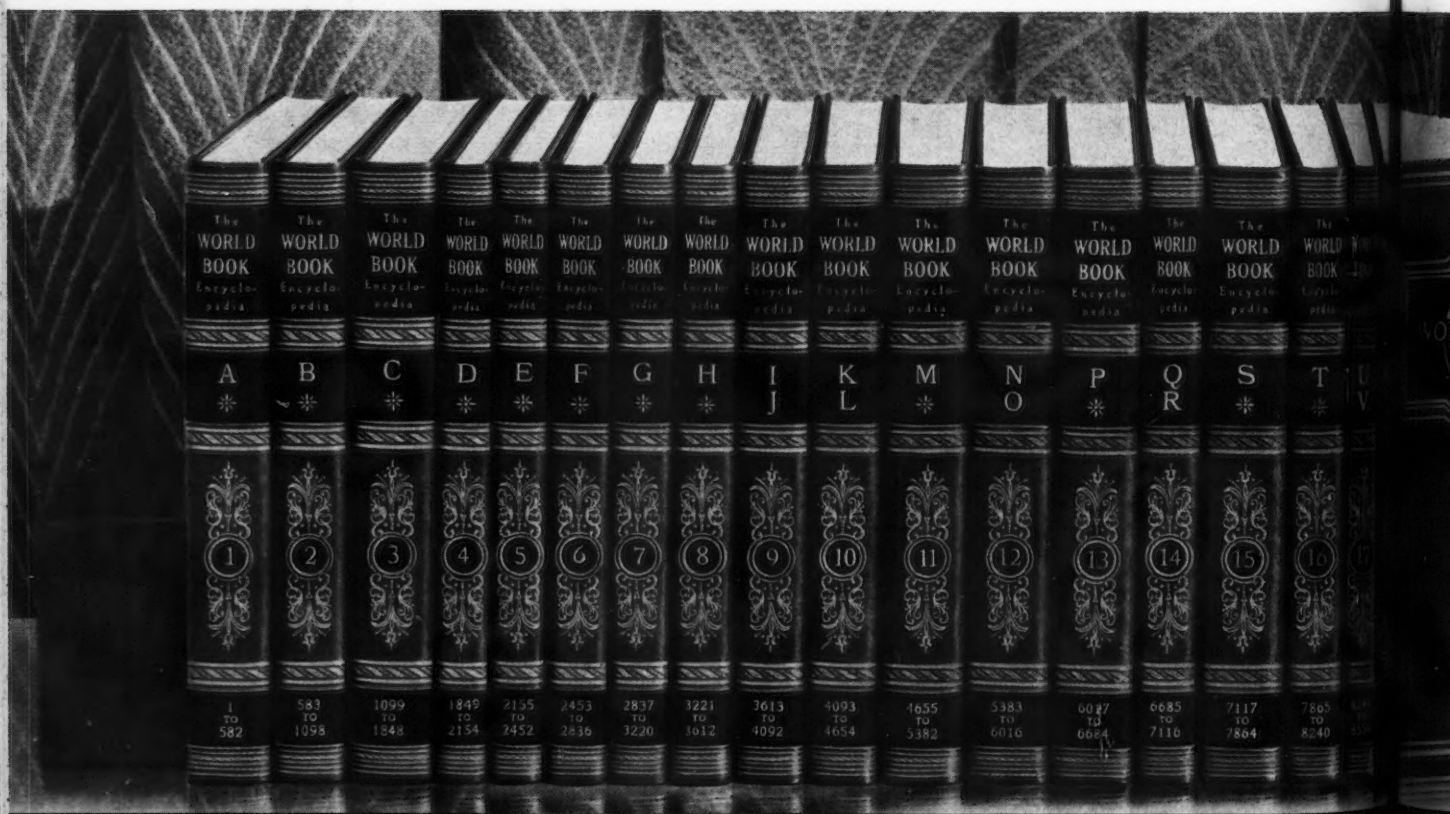
Short talks on planning for vocations were given by Rev. Albert Schmitt, pastor of St. Aloysius Church, Pewee Valley; Brother George Francis, C.F.X., principal of St. Xavier High School; and Sister Patricia Anne, S.C.N., of Presentation Academy.

(Continued on page 34A)

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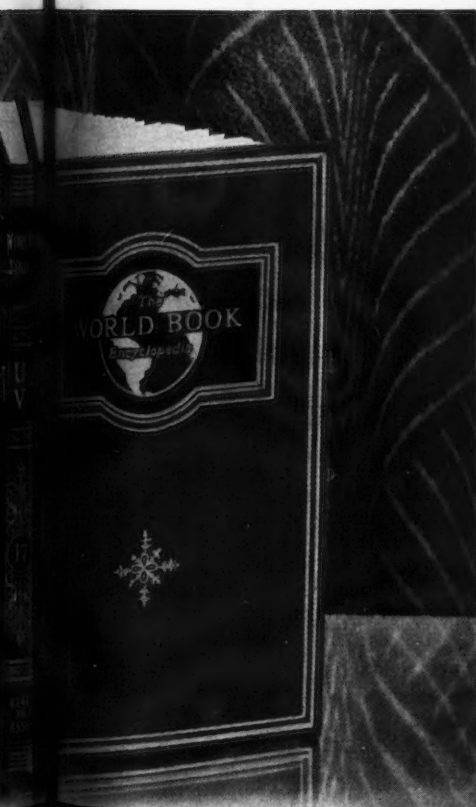
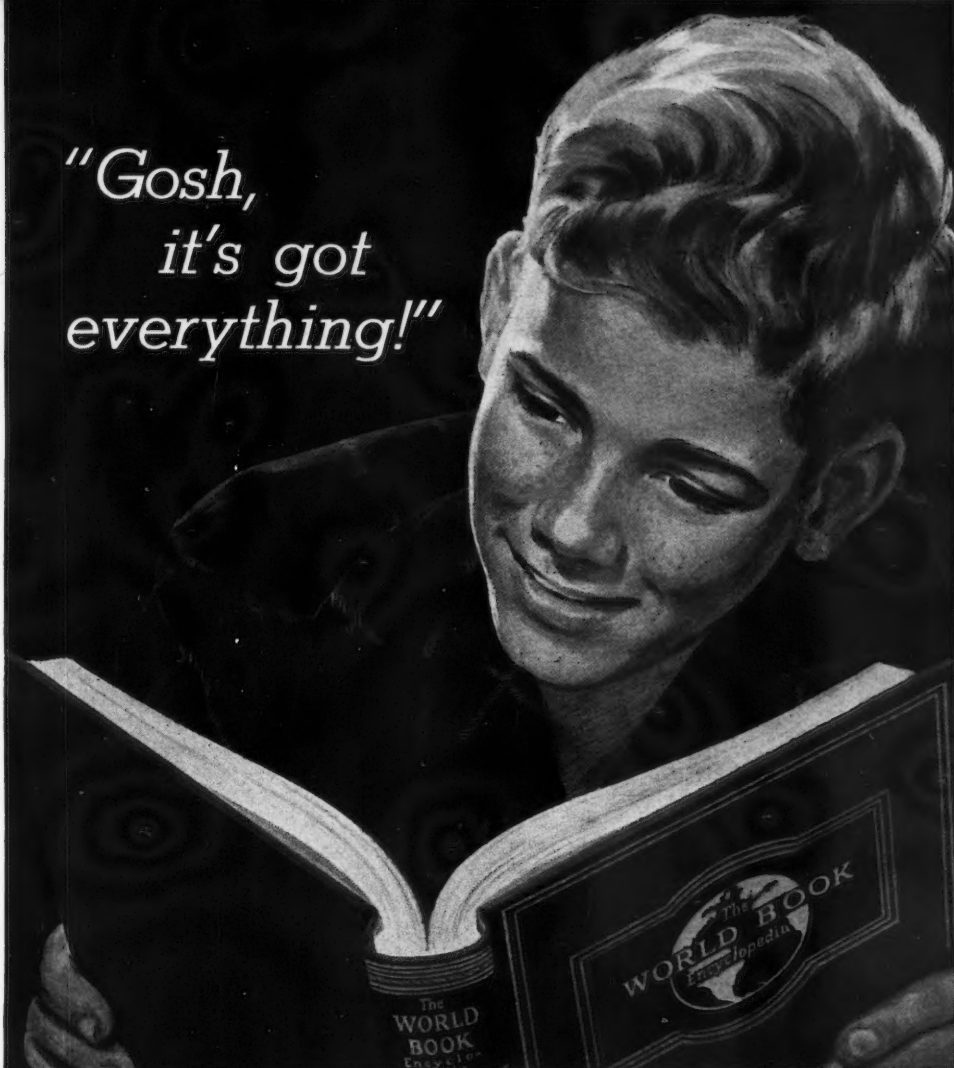
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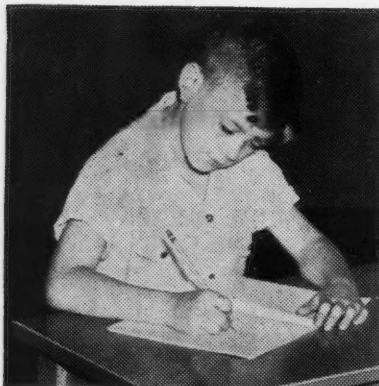
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High School . . .

ESSENTIALS OF COMMUNICATION, by Brewton, McMullan, and Page, for use in the four years of high school English, is a text-workbook series with units covering oral and written English, grammar, word study, the use of the library, and all other phases of a modern high-school program.

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Audio-Visual Aids: A Cooperative Service

Evaluations of Audio-Visual Aids

*George E. Vander Beke, Ph.D., Compiler **

THE following evaluations are the judgments of teachers forming a National Committee sponsored by THE CATHOLIC SCHOOL JOURNAL. It is hoped that this service will provide the Catholic schools with a list of suitable materials in the field of audio-visual educational aids. These appraisals are the findings of the teachers reporting them and it is assumed that the ratings given are influenced by subjective factors found in any rating system. The use of the *P* (poor) rating will be subject to review by the compiler of these evaluations.

X. The River

16mm. sound, 33 minutes. United States Department of Agriculture, Washington, D. C. Rental \$1.50, from the University Extension Division of your own State.

Contents. This is a notable dramatization of the story of the role of the Mississippi River in the development of the midwestern part of the United States from pioneer days to the present. The story of floods and the efforts to control disasters.

Appraisal. An excellent film.

Utilization. For junior and senior high school pupils. Also adult groups. Excellent background material for social science classes.

X. Alaska's Silver Millions

16mm. sound, 30 minutes. American Can Co., 230 Park Ave., New York 17, N. Y. Free. Black and white.

Contents. The people of Alaska, its geography, resources and industry. The migration of salmon, the fisheries and canneries. The formation of icebergs.

Appraisal. An excellent film with commentary by Father Hubbard, the Jesuit explorer. "Sister, that was the finest picture we had this year" (a senior in high school). "It was like re-living a book I read on Alaska" (a senior girl). "A wonderful picture" (a teacher).

Utilization. For grades 6 to 12. For geography, history, and social science classes.

G. The Man Without a Country

16mm. sound, 22 minutes. Teaching Films Custodians, 25 W. 43rd St., New York 18, N. Y. Rental \$3.50, from the University Extension Division of your State. Colored.

Contents. The story of Lt. Nolan and the result of his cursing of the United States.

Appraisal. A highly emotional portrayal. A strong appeal to patriotism. Fine photography and action by professional actors.

Utilization. For senior high school classes in history and social sciences.

X. The Perfect Tribute

16mm. sound, 22 minutes. Teaching Films Custodians, 25 W. 43rd St., New York 18, N. Y. Rental \$2.50, from the University Extension Division of your State. Black and white.

*Head of the Department of Education at Marquette University; audio-visual aids adviser to THE CATHOLIC SCHOOL JOURNAL.

Contents. The preparation of the Gettysburg Address. The reading of the speech to a blind boy from a newspaper the day after the dedication of the battlefield.

Appraisal. An excellent film.

Utilization. For junior and senior high school students in history and social science classes.

X. The Great Heart, Father Damien

16mm. sound, 10 minutes. Teaching Film Custodians, 25 W. 43rd St., New York 18, N. Y. Rental \$1.50, from the University of Illinois Visual Aids Service, Champaign, Ill. Black and white.

Contents. The story of the heroic sacrifice of Father Damien in order to bring comfort to the lepers in the Molokai Islands.

Appraisal. An excellent film.

Utilization. A means to promote religious vocations in high school.

P. Brother Francis

16mm. sound, 80 minutes. Classic Films Exchange, Fredonia, N. Y. Rental \$15. Black and white.

Contents. The life of St. Francis of Assisi.

Appraisal. A very poor picture, 1918 edition. Archaic photography. Sound apparently added. Action spasmodic. Make-up of cast exaggerated. Sprocket holes enlarged. The company offered to send another film without charge.

Utilization. Do not use.

G. Jerry Pulls the Strings

16mm. sound, 30 minutes. American Can Co., 230 Park Ave., New York 17, N. Y. Free. Black and white.

Contents. The story of coffee described by means of puppets.

Appraisal. A novel film enjoyed by children.

Utilization. All grades will be stimulated by this story in learning more about coffee. For classes in American and English history, English, geography, art, music, and dramatics.

X. Thomas Jefferson and Monticello

16mm. sound, 30 minutes. Virginia Conservation Commission, Publicity Department, Richmond, Va. Free. Colored.

Contents. High lights of Jefferson's life and career.

(Continued on page 30A)

THE RATING CODE

(X) An excellent device, closely related to teaching needs, one that will be continually useful.

(G) A good device, one that may be used, but generally supplementary in nature.

(P) A poor device, one that would have little or no value in teaching. Distorted facts are included.

The Committee will not approve any films dealing with faith, morals, or religion which have not been approved by the proper ecclesiastical authorities at the time of production.

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Hogg, Alley, Bickel

Industrial applications are emphasized in this thoroughly up-to-date chemistry. A rich reservoir of practical material is provided and organized for use in any classroom. Vivid photographs and helpful diagrams. Workbook, Laboratory Manual, Exercises, Tests.

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Sanders

This new, scientific biology is a "natural order" rather than an integrated text. All essential relevant material is included in the book. Chapters are short and teachable. End-of-chapter questions, summaries, etc., are outstanding. Excellent illustrations—a beautiful book! Workbook and Teacher's Guide in preparation.

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Audio-Visual Aids

(Continued from page 28A)

Appraisal. An excellent film.

Utilization. To be used with the study of the Revolutionary War. Will make history meaningful.

X. Stratford, Historic Home of the Lees

16mm. sound, 30 minutes. Virginia Conservation Commission, Publicity Department, Richmond, Va. Free. Colored.

Contents. Interiors and exteriors of the home, gardens. Famous men born and raised there.

Appraisal. An excellent film.

Utilization. For senior high school classes in history, home economics, and drawing.

X. Death Valley National Monument

16mm. sound, 10 minutes. Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Rental \$3. Colored.

Contents. A picture of the extremes that are found in this region created millions of years ago. Rock formations, petrified forests, Funeral Mountains, Furnace Creek, Mount Whitney, highest mountain in the United States, and Bad Water, lowest point in the western hemisphere. Fantastic and brightly colored canyons. The castle of Death Valley Scot.

Appraisal. An excellent film. Beautiful coloring.

Utilization. For junior and senior high school classes in geography and general science. Should be used when this part of our country is studied to understand how this relatively small area of the West was brought about.

X. Flowers at Work

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

Contents. Structure and function of the sepals, petals, stamens, pistil, anthers, pollen grains, style, and ovary shown by animated diagrams. Reproductive processes of the monkshod, snapdragon, poor man's orchid, lupine, meadow sage, cornflower, and daisy. Time-lapse photography revealing the graceful movement of the tulip, snowdrop, spiderwort, dandelion, globe thistle, and everlasting flowers in opening and closing. Different methods of pollination shown.

Appraisal. An excellent film. More can be learned from this ten-minute film than hours of explanation could accomplish. The work of the Creator is appreciated, "Consider the lilies of the field," etc. The presentation is simple and effective.

Utilization. For all children from fifth grade upward. While the film deals with a general science topic, it could be used in language, religion, and social science classes. A study of any phase of the work of nature should enrich the viewpoint of any individual.

G. Children of Holland

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

Contents. Home life, environment, and activities of a country boy and girl, helping with the morning chores, having breakfast, a journey to a windmill, school activities, sports and games and handicraft. A horse and cart trip to a Dutch town are shown.

Appraisal. This is an interesting and instructive film. A fine supplement when teaching the geography of Holland.

Utilization. For intermediate and upper grades. Useful in geography and language classes. Our children like to know about youngsters in other lands.

G. A People of the Congo

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844

N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

Contents. Environment, activities, and customs of the Mangbattu people in the Congo. Sources and nature of their food and its preparation. Primitive household equipment; division of labor. Head binding, facial treatments and styles of headdress. Bartering of services, ivory carving, preparation of paint, designing, and painting.

Appraisal. Very interesting and enlightening portrayal of the family life of this people. It may surprise children to see that such primitive people are still in existence.

Utilization. For children of the fifth grade and above. Besides the classes in geography and social sciences, the pupils may use this film as a background for written and oral language work.

X. Pond Insects

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

Contents. Events in the life cycles of the diving water beetle, mayfly, and dragonfly are depicted. Their habitats, feeding, and the struggle for existence is shown by closeups; method by which the diving beetle lays its eggs; a water beetle larva attacking a large tadpole; the development of the mayfly's wings, its subsequent molting and escape from fish, waterfowl, and birds.

Appraisal. This is an excellent film, well prepared and photographed.

Utilization. For junior and senior high school science classes. This film does a job of showing what could never be seen on field trips. It is a good example of the efficiency of a well-produced movie for educational purposes.

P. The Capitol Story

16mm. sound, 26 minutes. U. S. Public Health Service, Castle Films, Division of United World Films, 30 Rockefeller Plaza, New York, 20, N. Y. Sale \$38.75.

Contents. How industrial hygiene chemists and laboratory workers investigate and solve threats to workers' health.

Appraisal. The voice of the female commentator is too low. Cannot be understood.

Utilization. Cannot be used in present condition.

X. Pioneers of the Plains

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

Contents. Traces the experience of a pioneer family in journeying from Illinois to a homestead on the midwestern plains. Sequences include relationship with other settlers and cattlemen, building a sod house, plowing, collecting fuel, and contacts with a circuit riding minister.

Appraisal. Boys and girls will enjoy this story. It should engender in them an appreciation of the modern conveniences which are theirs.

Utilization. For intermediate and upper grades. In history classes it will give pupils a backward glance in the development of our nation.

X. Bird Calls

Records. Comstock Publishing Co., Ithaca, N. Y. \$6 for set of six.

Contents. These disks present the calls of various birds.

Appraisal. Excellent material.

Utilization. Use the bird records while a large picture of the bird is on the screen, either from a slide or opaque projector.

X. Winky, the Watchman

16mm. sound, 10 minutes. Pictorial Films, R.K.O. Building, Radio City, New York 20, N. Y. May be obtained free from a Dairy Council near your city. Colored.

Contents. Animated cartoon aimed at motivating children to seek regular dental care.

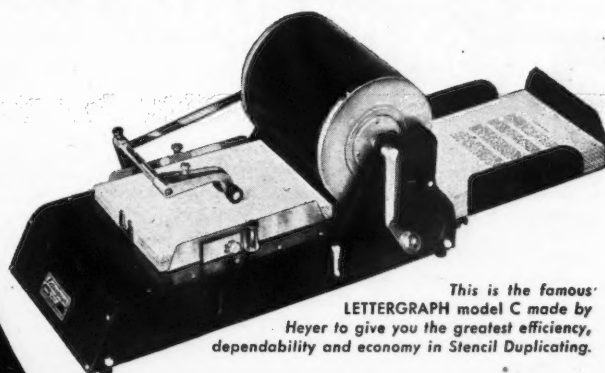
(Concluded on page 32A)

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Illustration from "Yesterday, Today and Tomorrow"
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(Concluded from page 30A)

Appraisal. A fine propaganda film sponsored by the Dairy Council of America and the American Dental Association.

Utilization. For grade one to twelve in health classes.

P. Alpine Village

16mm. sound, 22 minutes. International Film Bureau, Inc., 84 E. Randolph St., Chicago 1, Ill. Rental \$2.50. Black and white.

Contents. Life in a typical Swiss village during the winter and the summer. Story told in a foreign language.

Appraisal. Does not concentrate on any one phase minutely enough. Too broad. Music somewhat distracting.

Utilization. If children have studied the Swiss

people, if specialized vocabulary of this subject has been developed through sketches, map studies, book illustrations, story and pantomime, the film will be of service in strengthening the vocabulary, both for comprehension and recognition. Words and phrases may be reexplained and discussed and listed on the blackboard before the film is shown. It is the type of film that makes for colorful and interesting review of some concepts already gained through class research, study, discussion, and collecting. The film is worth using if no better one is available.

X. We Discover the Dictionary

16mm. sound, 10 minutes. Coronet Instructional Films, Marquette University Visual Education Dept., 615 N. 11th St., Milwaukee 3, Wis. Sale \$75. Rental \$3. Colored.

Contents. The use of the dictionary, guide marks, spelling of words, definitions, diacritical marks.

Appraisal. A splendid film. The concreteness should make the teaching of the use of the dictionary an easy process. Every child should see this picture.

Utilization. For intermediate grades. Children could re-enact the story.

X. Truck Farmer

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

Contents. This film shows the geography of the Rio Grande delta and the problems and activities of a truck farmer. Through conversational methods you learn of the farmer's problems and methods of solution. The labor question, planting, irrigating, spraying, harvesting, packing, and shipping truck crops are shown in detail.

Appraisal. Shows in an interesting way how we get our fresh vegetables in the wintertime.

Utilization. For intermediate and upper grades in geography and social science classes.

P. Becky Sharp

16mm. sound, 90 minutes. Ideal Pictures Corporation, 28 East 8th St., Chicago 5, Ill. Rental \$16.50. Colored.

Contents. An adaptation from Thackeray's "Vanity Fair"; stars Miriam Hopkins.

Appraisal. "Becky Sharp" runs true to "Vanity Fair." However, Becky's censurable conduct is portrayed in an almost glamorous and fascinating manner so that the modern girl might be tempted to emulate her. The love scenes are much too passionate, amorous, and prolonged. Thackeray's literary work can be properly handled and explained by the teacher of English as it is followed through, but not so the film.

Utilization. Not for Catholic schools.

X. How the Airplane Has Changed Our Maps

16mm. sound, 10 minutes. St. Paul Science Museum, St. Paul, Minn. Rental \$1.50. Black and white.

Contents. A description of the effect of airplane travel lanes upon transportation.

Appraisal. A very good teaching device calling attention to the commercial consequences of air travel and the changes brought about in the favorable position of rail centers and ocean ports.

Utilization. For upper grades in geography classes. This is a very important topic to be brought to the attention of our pupils at the present time.

X. Monroe Doctrine

16mm. sound, 20 minutes. Teaching Films Custodians, 25 W. 43rd St., New York 18, N. Y. Rental \$3.50. Colored.

Contents. The struggle of the United States to become free from European domination. Development of the Monroe Doctrine and the Congressional fight made by Clay and Webster for its establishment; declaration by President Monroe in 1823. President Polk uses it in 1845. President Fillmore in 1852. Secretary Seward in 1866. President Cleveland in 1895 and Theodore Roosevelt in 1903.

Appraisal. A good film with good photography and sound. Suitable music.

Utilization. For senior high school history classes.

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September 24, 1947, will be the one hundredth anniversary of the publication of the first Webster's Dictionary edited under the auspices of the G. & C. Merriam Company. For a hundred years, the exclusive business of this firm has been the editing and publishing of the Merriam-Webster dictionaries, now *Webster's New International Dictionary Second Edition*, *Webster's Collegiate Dictionary Fifth Edition*, and related abridgments. Teachers and scholars throughout the English-speaking world are looking forward to the history of the company planned to appear on the anniversary.

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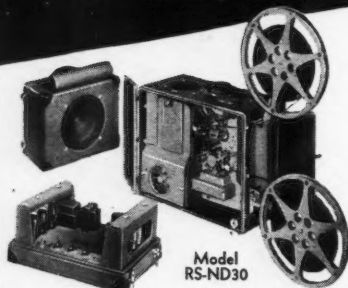
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SPECIALISTS IN MOTION PICTURE EQUIPMENT SINCE 1933

Catholic Education News

(Continued from page 25A)

School Report in Pictures

Rev. Charles J. Mahoney, Ph.D., superintendent of schools of the Diocese of Rochester, adopted the technique of the picture magazine to present his recent annual report. Beginning with a display of the fact that the diocese, in 1946, by educating 27,982 pupils, saved the taxpayers \$5,331,410.46, other displays trace the growth of enrollment, show new buildings; show that the children contributed \$88,021.10 to missions, \$16,153.44 to the Red Cross, etc. Pictures show children saluting the flag, playing in the kindergarten, saying morning prayers, studying religion and reading, etc. The work of the Boy and Girl Scouts is illustrated, also health activities of school nurse and doctor, student counseling; music, dramatics, and other student activities; even the work of the seminary and the teachers' college.

"Shoestring University"

Notre Dame College, Wilcox, Sask., recently lost its original building called "Old Polmaise," which was destroyed by fire during a blizzard. The 40-year-old 2-story building was insured for \$2,500. Notre Dame College, known as the "shoestring university," was founded 18 years ago by Rev. Athol Murray without funds. Its 29 buildings consist of old business structures. Each year there is a waiting list of 1000 or more prospective students from Canada and the U. S., but Father Murray has set the maximum enrollment at 200.

Feed the Hungry

On February 19, His Holiness Pope Pius XII spoke by radio to the children of America, reminding them of the many spiritual and material blessings they enjoy and asking them to practice some self-denial during Lent in order to aid the starving children of the world.

PERSONAL NEWS ITEMS

• SISTER M. TARCISIA, C.S.A., and SISTER M. CONSTANTIA, C.S.A., Sisters of St. Agnes from St. Agnes Convent, Fond du Lac, Wis., have gone to Nicaragua as missionary teachers. They are assisting four other Sisters of St. Agnes who established a mission at Waspan, Nicaragua, last fall.

• RT. REV. MSCR. LUIGI G. LIGUTTI, executive secretary of the National Catholic Rural Life Conference of the U. S., is in Australia studying rural conditions and lecturing on rural life conditions in the U. S., Norway, Sweden, and Britain.

• REV. JEROME HAYDEN, O.S.B., of St. Anselm's Priory, Washington, D. C., recently celebrated his first solemn Mass in St. Paul's Cathedral, Pittsburgh. Father Hayden is a doctor of medicine and was formerly a teacher in the school of medicine at the University of Pittsburgh.

• REV. ANDREW P. MCENTEE, chaplain of the Dominican High School, Detroit, has received an honorary Ph.D. from the University of Santo Domingo and the Order of Columbus from the Dominican Republic for his part in establishing the new Colegio Santo Domingo.

REQUIESCANT IN PACE

• MOST REV. THOMAS H. McLAUGHLIN, bishop of Paterson, N. J., died, March 17, at the age of 65.

• BROTHER EDMUND (McCONNELL), C.F.X., superintendent of St. Mary's Industrial School, Baltimore, Md., died, March 26. He was provincial of the American Province of Xaverian Brothers from Dec., 1937, to June, 1944. He joined the Xaverians from Manchester, N. H., in 1909. He was buried in the community plot on the grounds of St. John's School, Danvers, Mass.

(Continued on page 37A)

The Right Pen
for the
HANDWRITING SYSTEM
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HANDWRITING classes go smoother... and students show more progress... when Esterbrook Fountain Pens are used. An Esterbrook lets the teacher and student choose exactly the right point for the handwriting system being taught. From 33 different point styles you select the one point that suits your requirements exactly... and fit it into the pen yourself.

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Catholic Education News

(Continued from page 34A)

• **VERY REV. JAMES A. W. REEVES, S.T.D.**, president of Seton Hill College, Greensburg, Pa., since 1931, died recently at the age of 55. [Seton Hill College is conducted by the Sisters of Charity of Mother Seton.] From 1929 to 1931, Father Reeves was president of the college section of the N.C.E.A. In 1935, he delivered a series of talks on Christian education on the Catholic Hour. He received honorary degrees from Duquesne University and St. Vincent's College, and a decoration from the King of Italy. In 1940, he was named a member of the White House Conference on children. He served on the standards committee of the American Council on Education. He was also visiting lecturer in psychology at the Catholic University of America, Duquesne University, and St. Vincent's College.

• **SISTER M. FLORIAN WEIS, O.S.B.**, of St. Benedict's Convent, St. Joseph, Minn., died, Feb. 1, at the age of 76. Sister Florian was an organist during her religious life.

• **SISTER M. GERTRUDE CARTER, R.S.M.**, of Our Lady of Mercy Convent, Milwaukee, Wis., died, Feb. 17, at the age of 92. In 1940 she celebrated the 60th anniversary of her profession in the Sisters of Mercy. For 40 years she was in charge of St. Catherine's Home for Working Girls in Milwaukee.

• **SISTER M. ANGELICO DOLAN, O.P.**, died at Sinsinawa, Wis., Feb. 13. She was a Dominican for 60 years. Sister Angelico was a notable artist. Her copies of Italian masterpieces are at the Sinsinawa mother house and at Rosary College, River Forest, Ill.

• **SISTER M. CORNELIA KANE**, registrar, for the past 18 years, at Our Lady of Mercy Academy, Pittsburgh, Pa., died, Feb. 18, in the 38th year of her religious life as a Sister of Mercy. She had spent her entire religious life, since her profession Jan. 2, 1912, at the academy.

• **SISTER M. TECLA REICHERT, S.S.J.**, of Nazareth Convent, Pittsford, Pa., died, Feb. 15, in the 90th year of her life and the 73rd of her religious life in the Congregation of the Sisters of St. Joseph.

• **REV. JOHN J. BROWN, S.J.**, died recently at St. Marys, Kans. He was 80 years old on Feb. 7. He was born at Eagle Harbor, Mich., and entered the Jesuit Order in Denver. For several terms, he was president of Regis College, Denver, and served as rector of St. Stanislaus Novitiate, Cleveland, and was spiritual adviser to scholastics at St. Louis University. In 1915, he was appointed first bishop of El Paso, Tex., but he refused to accept the position.

• **SISTER RITA WINIFRED (FORD)**, superior of the Immaculate Conception School, Stapleton, Staten Island, N. Y., died, Feb. 16. She had been a Sister of Charity for 54 years.

• **SISTER M. JULIANA, O.S.B.**, a pioneer Sister at St. Scholastica Convent, Fort Smith, Ark., died, Feb. 8, at the age of 76 years. Four years ago, she celebrated her golden jubilee. She came to the Benedictine Community at Shoal Creek, Ark., from Switzerland, in 1891.

• **BROTHER WALTER (O'NEILL), F.S.C.**, died recently at Edmonton, Alberta. He was born in Tipperary, Ireland, in 1875, joined the Brothers of the Christian Schools in Montreal, and for more than 50 years was teacher or superior in Quebec, Montreal, Toronto, Aurora (Ont.), and Edmonton.

• **MSGR. JOSEPH STANGHETTI**, famous Latin scholar and professor of philosophy at the Propaganda University in Rome for many years, died recently.

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• **REV. J. J. HARTNETT**, teacher at St. Mary's Manor, South Langhorne, Pa., died recently at the age of 31 years. He was a graduate of the Catholic University of America.

• **REV. WILLIAM F. CLARK, S.J.**, spiritual adviser to the Jesuits at Fordham University, died, Feb. 25. He was 90 years old last August. Father Clark was born at Smithtown, L. I., and entered the Society of Jesus, Jan. 7, 1876, at West Park, N. Y.

• **BROTHER FLORIMOND, S.C.**, of McGill Institute, Mobile, Ala., died recently at the age of 71. He was a Brother of the Sacred Heart for 55 years.

• **SISTER EDITH STEIN, O.S.B.**, subprioress at Mt. St. Scholastica Convent, Atchison, Kans., died recently. She had been a professed religious for almost 66 years. She was a sister of Rev. Matthias

Stein, O.S.B., and Rev. Ignatius Stein, O.S.B., at St. Benedict's Abbey, Atchison, Kans.

• **VERY REV. DR. EDWARD J. WALSH, C.M.**, former president of St. John's University, Brooklyn, N. Y., died, March 22, at Mobile, Ala., where he had gone for his health. Father Walsh was vice-president of St. John's from 1926 to 1935 and president from 1935 to 1942. He was president of Niagara University in 1908.

• **SISTER M. JOHN (NOULETT)**, a Sister of Divine Providence since 1927, died, March 26, at All Saints' Convent, Pittsburgh, Pa.

• **BROTHER CORMAC MICHAEL (ROCHE), F.S.C.**, died at St. Joseph's Normal Institute, Barrytown, N. Y., March 24. He was born in Ireland in 1874 and had been a Brother of the Christian Schools for 58 years.

(Continued on page 38A)

Catholic Education News

(Continued from page 37A)

• **BROTHER JOSEPH ALEXIS CLARKE**, procurator general of the Christian Brothers of Ireland, died at Vatican City, March 19, in his 73rd year and the 57th year of his religious profession. He was attached to the Vatican Secretariat.

AD MULTOS ANNOS

Missionary Sisters

The Missionary Sisters of the Society of Mary, on March 19, celebrated in Boston the 25th anniversary of their American foundation. Dedicated to Blessed Peter Chanel, S.M., protomartyr of Oceania, the first American house was opened in Boston in 1922 by Mother M. Rose, the former Miss Decker, later the first mother general of the whole Congregation. From the present novitiate at Bedford, Mass., there has been a steady stream of Sisters to the island missions, including the Solomons, Samoa, Tonga, and the Fiji Islands; also the leper colony at Jamaica, British West Indies.

Clerics of St. Viator

The Clerics of St. Viator will celebrate the centennial of their arrival in Canada at the Seminary in Joliette, Quebec, June 2 and 3. The Clerics were founded in France in 1831. In April, 1847, three of them sailed from La Havre for Canada. Now there are two Canadian provinces, one at Montreal, the other at Joliette.

Brother Arcadius, C.F.X.

Brother Arcadius, of the Xaverian Brothers, recently celebrated his golden jubilee at Mt. St. Joseph College, Baltimore. Brother Arcadius is 87 years old and is still teaching. He was born in Westphalia, Germany, in 1859, and came to America about 1890.

Senator Wagner

Senator Robert F. Wagner, of New York, is the 1947 recipient of the Pope Leo XIII Award of the Sheil School of Social Studies at Chicago, according to announcement of Most Rev. Bernard J. Sheil, senior auxiliary bishop of Chicago, the donor of the award. The award will be a recognition of "Senator Wagner's outstanding contribution to Christian social education." The decoration will be presented in April.

In accepting, Senator Wagner said: "To join the list of eminent Americans who have already received this award would be a source of inspiration to any man. It is doubly so in any case because the inspired teachings of the great Pontiff have been a main foundation of my own efforts to expand the frontiers of social justice and humane understanding."

Previous recipients of the award have been: Sister Vincent Ferrer, O.P., Catholic social scientist of Rosary College, River Forest, Ill.; the late Frances Sweeney, Boston journalist and crusader against anti-Semitism; and G. Howland Shaw, former assistant secretary of state.

IMPORTANT MANUSCRIPT AWAITS PUBLICATION

The Gotha Manuscript, dating from the fourteenth century, containing the lives of Cornish and British saints, is about the most important discovery of the twentieth century in its field, in the opinion of Canon G. H. Doble. Canon Doble says: "No lives of SS. Rumon and Nectan were known before and the life of St. Petroc contains a metrical version of whose existence no one had any suspicion."

The Society of Bollandists, the famous organization of Jesuit scholars in Belgium, now has the text of this manuscript ready for the printer and is seeking contributions toward its publication.

Rev. J. M. F. Marique, S.J., Fordham University, New York 58, N. Y., is the American representative of the Bollandists.

WM. GEO. BRUCE AWARDED LAETARE MEDAL

The University of Notre Dame has awarded the 1947 Laetare Medal to William George Bruce, Knight of St. Gregory and president of The Bruce Publishing Company, publishers of *THE CATHOLIC SCHOOL JOURNAL*.

The award came to Mr. Bruce on Laetare Sunday, March 16, while his family were celebrating his 91st birthday. The actual birthday



William George Bruce, K.S.G.,
Laetare Medalist for 1947.

was on March 17. In making the announcement, Most Rev. John J. Cavanaugh, C.S.C., president of the University of Notre Dame, said that the award "honors one who through the publication of significant educational works has contributed much to American life."

The citation continues: "For more than 50 years Mr. Bruce has given his best talent to this work. He has constantly championed the cause of education through his publications. At the same time, books and magazines published by the company he founded reflect his own high moral standards. Mr. Bruce, therefore, has made signal contributions to the intellectual life of the United States and through these contributions to the moral stability of the nation."

William George Bruce was born in Milwaukee, March 17, 1856. A youthful illness left him lame, and he turned to the trade of cigar maker. In order to assure himself of a more responsible position for life, he left this occupation to work on the staff of *The Milwaukee Daily News* at a lower income. In 1881, he became assistant business manager for *The Milwaukee Sentinel*, a position he held for 11 years.

Becoming a member of the school board of Milwaukee, Mr. Bruce searched for a magazine that would increase his efficiency in handling school problems. He found plenty of magazines for teachers but none for administrators and members of boards of education. Hence he decided to start such a publication, and, in 1891, he founded *The American School Board Journal* with a capital of \$600. This was the beginning of The Bruce Publishing Company.

In 1929 Mr. Bruce's company purchased *THE CATHOLIC SCHOOL JOURNAL* from the Desmond family, publishers of *The Catholic Citizen*. In the meantime, his firm had begun to publish books and is now an extensive Catholic publisher.

William George Bruce has been a leader in the civic affairs of his city and state and is well known nationally for his activities in the interest of shipping on the Great Lakes. At present he is the honorary president of the Great Lakes Harbor Association. He is president emeritus of the Holy Name Society organization of the Archdiocese of Milwaukee. In 1920, Pope Benedict XV made him a Knight of St. Gregory in recognition of his work for charity and education.

APPOINTMENTS

• **VERY REV. JOHN J. CAVANAUGH, C.S.C.**, president of the University of Notre Dame, has been appointed a member of the visitors' board of the U. S. Naval Academy, by Secretary of the Navy Forrestal. The board reports on equipment, curriculum, and discipline at the academy.

• **BROTHER PATRICK A. GLESON** has been appointed the second provincial of the American province of the Christian Brothers of Ireland, at West Park, N. Y. He succeeds the American founder, **BROTHER PATRICK J. RYAN**, who died recently. The American province includes the U. S., Canada, and Newfoundland.

• **REV. IGNATIUS MARTIN**, curate at St. Joseph's Church, Rayne, La., has been appointed superintendent of schools of the Diocese of Lafayette and pastor at Leroy, La. As superintendent, he succeeds **REV. ALBERT J. BACQUE**, who has been named administrator of St. Peter's Parish, New Iberia, La. Father Martin, after his appointment, announced a diocesan teachers' conference to be held in Lafayette in March.

• **REV. F. J. HOULAHAN**, dean of studies at Loras College, Dubuque, Iowa, has been appointed director of the Midwest Branch of the Catholic University Summer Session.

• **REV. NORBERT C. BARRETT**, professor of history at Loras College, Dubuque, Iowa, has been appointed dean of studies.

• **VERY REV. THOMAS PLASSMANN, O.F.M.**, president of St. Bonaventure College, St. Bonaventure, N. Y., has been appointed to the College Council of the State of New York, his term to run till 1951.

• **REV. RICHARD K. BURNS** of Rochester, N. Y., has been appointed vice-rector of the North American College in Rome. The announcement was made by the rector, **MOST REV. MARTIN J. O'CONNOR**, former auxiliary bishop of Scranton.

• **BROTHER LOUIS CAVELL, S.C.**, of Menard Memorial High School, Alexandria, La., is one of 21 specialists in foreign language appointed by John E. Cox, state superintendent of education, to study a curriculum in foreign language. He was assigned to the Latin section. He also knows French, Spanish, and Italian.

• **VERY REV. MATHIAS FAUST, O.F.M.**, former delegate general of the Order of Friars Minor for North and Central America, has been named procurator general at Rome. He is the first from the U. S. to receive this second highest office in the Order.

• **REV. LAWRENCE L. GRANER, C.S.C.**, has been appointed bishop of Dacca, in Bengal Province, India. Bishop Elect Graner was born at Franklin, Pa., ordained at Notre Dame, Ind., in 1928, and assigned to the Dacca Mission. As bishop, he will succeed **MOST REV. TIMOTHY J. CROWLEY, C.S.C.**, who died in October, 1945.

• **PROFESSOR ETIENNE GILSON**, famous French professor of Christian philosophy, has been elected a member of the *Academie Francaise*. Professor Gilson is known for his lectures at secular as well as Catholic universities, the former including Edinburgh and Harvard. His lectures on the ideal of Christian philosophy at Edinburgh resulted in the publication of a book entitled *The Spirit of Medieval Philosophy*.

(Concluded on page 40A)

How Can School Furniture Help?

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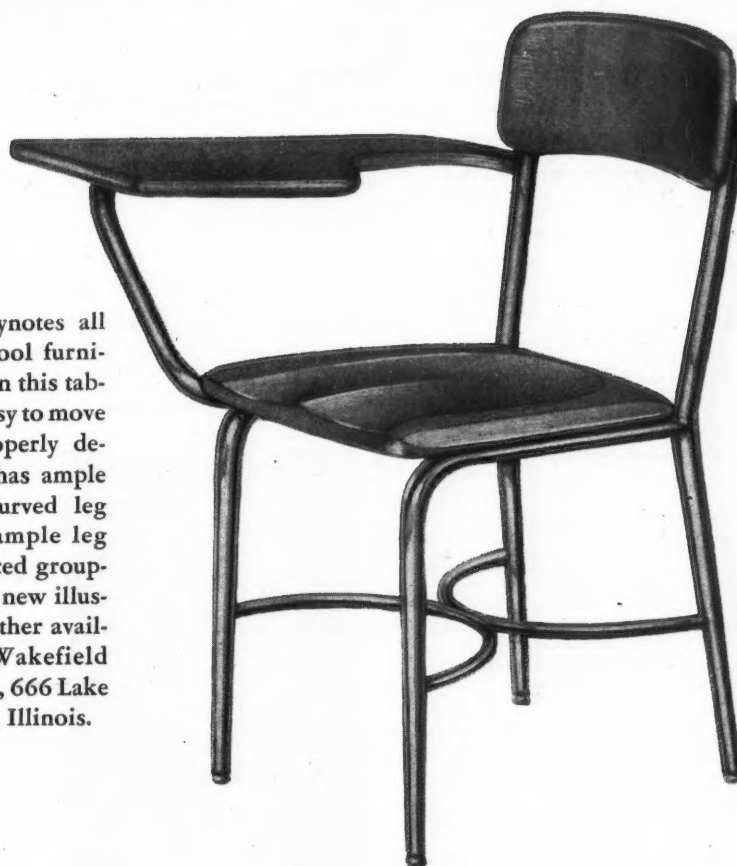
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PERMA-GYM-SEAL Formulated of Bakelite Resin and Tung Oil. Gives a non-slip, quick-stop, fast-start, transparent, resilient surface which diffuses light. Won't crack or break up — not affected by alkali, most acids, oil, water, grease, or body perspiration — easily applied — ideal for all wood, linoleum, cork and rubber tile floors.

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SKIDPROOF Eliminates slipping. Contains no wax. Dries quickly to a scuff-proof, hard bright gloss that outlasts wax several times. Won't crack or check. Odorless. Has no chemical reaction on wood, linoleum, rubber, asphalt, terrazzo or tile floors. One gallon covers 2000 square feet — low in cost — easy to use.

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Write on school letterhead for FREE informative, brochure that tells how to keep floors new, safe, shining.

Catholic Education News

(Concluded from page 38A)

COMING CONVENTIONS

• May 27-28. American Federation of Arts at New York, N. Y. Thomas C. Parker, Barr Bldg., Washington, 6, D. C., secretary. • July 7-11. National Education Association (summer session), at Cincinnati, Ohio. Willard E. Givens, 1201 16th St., N.W., Washington 6, D. C., secretary. • July 20-22. American Teachers Association, at Tallahassee, Fla. H. Council Trenholm, P.O. Box 271, Montgomery, Ala., secretary.

See also list of coming conventions in THE CATHOLIC SCHOOL JOURNAL, March, 1947, pages 38A and 48A.

PUBLIC SCHOOL RELATIONS

To Exclude Religious

In Missouri, a bill was introduced into the legislature in March which would deny state money to schools employing teachers who are active or ordained ministers or members of a religious order and garbed in religious clothing. Representative Alice Tanner (Rep.) of Jackson County, author of the measure, said that Catholic Sisters are employed in public schools in 19 counties of Missouri, and 58 ordained and active ministers in 67 counties are teaching in schools.

The author argued that the employment of Sisters violates the state constitution prohibiting direct or indirect contributions to any church or religion. Rev. John Main, representing the Missouri Council of Churches, said the presence of a person engaged in religion would tend to influence children to that belief.

Speaking against the bill, Representative Henry Andrae (Rep.) of Cole County, said the bill was against the constitution, and that its adoption would cause the discharge of one third of the

most qualified teachers in Cole County, who are Catholic Sisters. James H. Zepf, a real estate lawyer from St. Louis, charged that the bill is discriminatory.

State Aid in Minnesota

A request that parochial schools be given state aid in transporting their pupils was made publicly for the first time at the 1947 session of the Minnesota legislature. Rev. Arno Gustin, O.S.B., a teacher at St. John's University, Collegeville, made the plea during a public hearing on a bill to revise the complicated system of state aid for public schools and to provide some \$30,000,000

for schools. Another feature of the bill criticized by Father Gustin would base the state aid given to a school upon average daily attendance rather than on a census of eligible school children in the district. This would result in the public school in a district where there is a parochial school receiving less state aid.

Religion in Illinois

In February, the supreme court of the state of Illinois affirmed the legality of the law permitting religious education classes in public schools saying: "Freedom of religion as intended by those who wrote the state and federal constitutions means the right of an individual to entertain any desired religious belief without interference from the state. The government does not recognize a particular faith, but this does not mean that it is indifferent to religious faiths. To deny the existence of religious motivation is to deny the inspiration and authority of the constitution itself."

Health Council

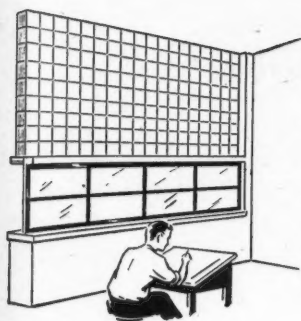
At Racine, Wis., representatives of public, Catholic, and Lutheran schools have formed the Racine School Health Council to set health policies for the schools in such matters as environment, personnel, accidents, communicable diseases, sudden illnesses, and health education. Rev. Dr. Edmund J. Goebel, diocesan superintendent of schools, is a member of the Council.

Released-Time Plan

At Chilton, Wis., a released-time plan of religious instruction sponsored by the Kiwanis Club and approved by Catholic and Protestant pastors is in operation for the high school students. Each Thursday at 11 a.m. the students go to the church of their choice, and those who are not enrolled in a religion class are in a class in guidance conducted by the superintendent of schools.

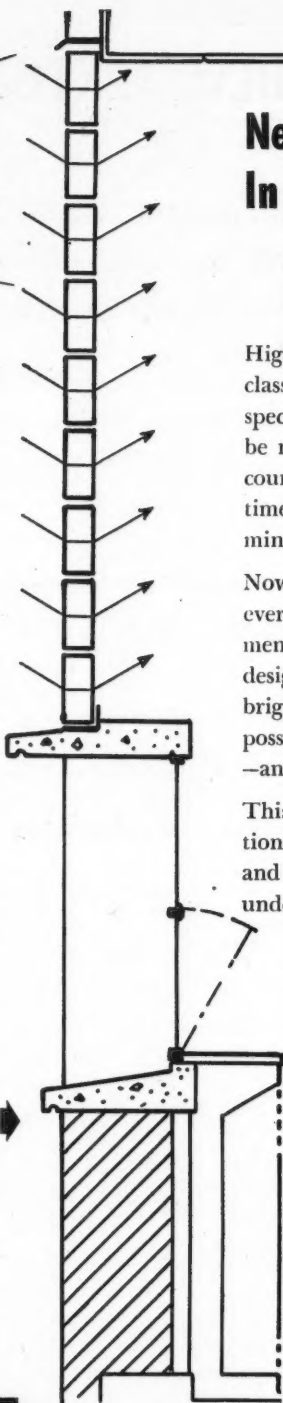


Very Rev. Francis L. Meade, C.M., Ph.D., new president of Niagara University.



Low brightness contrasts are a must in the well designed school. Just think what an advance has been made over old constructions when the child sees brightnesses on the front wall (exclusive of chalkboard) almost identical with those of his task—when he can look around the room and keep most of his brightness contrasts within three to one—when he can work in a 60-degree cone of vision with most of his contrasts within three to one—when diversity in task brightness from inside to outside of the room under overcast sky conditions is within five to one and under direct sun is within three to one. All of these are possible when the type of fenestration used here by Eberle M. Smith Associates in the Vernor School, Detroit, is used to bring in daylight. You can get the whole story from "Daylight in School Classrooms."

Detail of the light transmitting construction used in the James Vernor School, Detroit. The offset window in the vision strip and the hood at the top of the window are special features designed by Eberle M. Smith Associates. The shading effect of the hood and the louvre effect of the construction give added protection to the child facing the front of the room.



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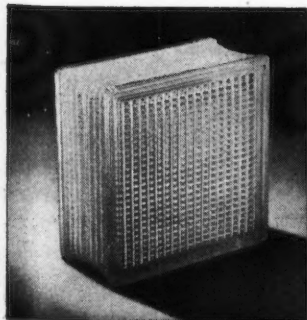
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Guided Reading List

The March, 1947, list compiled by the Cathedral Book Club, 730 North Wabash Ave., Chicago 11, Ill.

CLASS A (Unobjectionable for all)

For the Top of Your Reading List

Pere Antoine, Edward Murphy
My Eyes Have a Cold Nose, Hector Chevigny
Most Worthy of All Praise, Vincent McCorry, S.J.
A Testimonial To Grace, Avery Dulles
Major Trends in American Church History, Francis Curran, S.J.
The Love of God, Dom. Aelred Graham

Worth Reading

Pearl Harbor, George Morgenstern
The Lincoln Reader, Paul M. Angle
In the Hands of the Senecas, Walter Edmonds
Sister of Maryknoll, Sister Mary Cogan
Wayfarers' Friend, Courtenay Savage
Austrian Requiem, Kurt von Schushnigg
Barabbas (A Novel of the Time of Christ), Emery Bekessy
As We Were, Bellamy Partridge
Green Grass of Wyoming, Mary O'Hara
Your Manners Are Showing (For Teens), Betty Betz
Preface to Religion, Monsignor Fulton Sheen
Spotlight on Labor Unions, William Smith, S.J.
I Chose Freedom, V. Kravchenko
The Reader's Shakespeare, Babette Deutsch
In Him Was Life, John P. Delaney
Know Your King, Robert F. Grewen, S.J.
The Abbe Edgeworth, Mildred Woodgate
The Devout Life, St. Francis de Sales
The Flight of the Swan, Margaret Hubbard
From the Top of the Stairs, Gretchen Finletter

Personality Plus, Sheila John Daly
The Great Globe Itself, W. Bullitt
North Star Shining, Hildegard Swift
Straight From the Shoulder, Father Thomas Hosty

Modern Fiction and Nonfiction

Recommended

The Case of Earle Stanley Gardner, Alva Johnston
Journey Through the Years, James M. Cox
The Catholic Quiz Book, Kenny & Keane
Behind the Iron Curtain, George Moorad
Under the Red Sun, Forbes J. Monaghan
The National Catholic Almanac, Saint Anthony Guild
Grand Central, David Marshall
Eskimo Parish, Paul O'Connor, S.J.
A Century of the Catholic Essay, Raphael Gross, C.P.P.S.
Night of Decision, Dorothy Grant
Lake Pontchartrain, Aolphe Roberts
White House Physician, Ross McIntire
Animal Farm, G. Orwell
Keeper of the Keys, Thomas McDermott
Eisenhower's Own Story of the War, D. Eisenhower
The Herdsman, Dorothy Wilson
Murphy's Bend, Grace Willis
My Vineyard, Dorothy Scharlemann
Look at America, Editors of Look
The Roosevelt I Knew, Frances Perkins
Lake Champlain and Lake George, Fred Van de Water
Animal Tales, Ivan T. Sanderson
Royal Banners Fly, Anna Kuhn
Less Than The Angels, Roger Dooley
Captain Boycott, Philip Rooney
Book of a Thousand Things, George Simpson
Why Bother!
Dawn over Zero, W. Lawrence

Driftwood Valley, T. Sandwell-Fletcher
Mistress Masham's Repose, Thomas White
The Miracle of the Bells, Russell Janney
No Land Is Free, W. T. Person
When the Going Was Good, Evelyn Waugh
Joy in the Morning, P. J. Wodehouse

CLASS B

(Unobjectionable for adults)

For the Top of Your Reading List

This Is My Story, Louis Francis Budenz
Nationalism and Internationalism, Don Luigi Sturzo
The Woman of the Pharisees, Francois Mauriac
The Tale of the Twain, Sam Constantino
Hiroshima, John Hersey

Worth Reading

After Hitler Stalin?, Robert Ingram
Color Blind, Margie Halsey
New Orleans Woman, Harnett Kane
That Captain from Stonington, Theda Kenyon
The World of Idella May, Richard Sullivan
Dante Alighieri, Gerald Walsh, S.J.
The Lowells and Their Seven Worlds, F. Greenstreet
Reveille for Radicals, S. Alinsky

Modern Fiction and Nonfiction

Recommended

Blue Angels and Whales, Robert Gibbings
The Shore Dimly Seen, Ellis Arnall
The Nurnberg Case, Robert Jackson
The Thresher, Herbert Krause
Small Town, Granville Hicks
Dear Fatherland, Rest Quietly, Margaret Bourke-White
Moonrise, Theodore Strauss
I Name Thee Mara, Edmund Gilligan
Arsenal of Democracy, Donald Nelson
(Concluded on page 50A)

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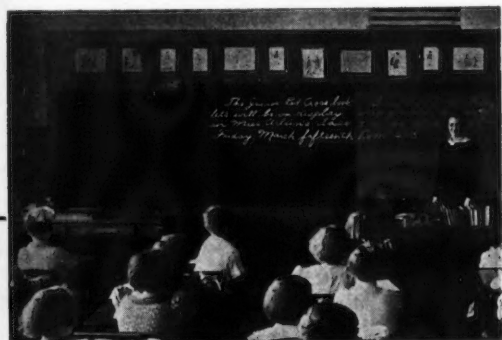
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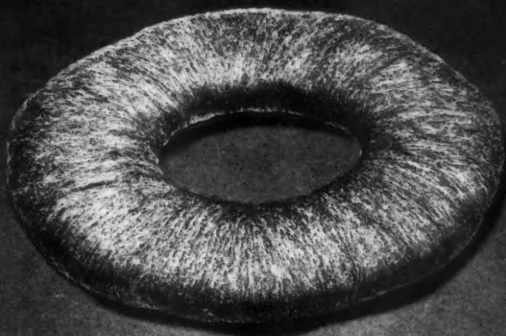
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Guided Reading List

(Concluded from page 42A)

Mr. Blandings Builds His Dream House, Eric Hodgins
Balsac, Stefan Zweig
Singing Waters, Anne Bridges

Why Bother!

The Show Piece, Booth Tarkington
Devil by the Tail, Langston Moffett
On Being Fit To Live With, Harry Fosdick
Mrs. Mike, Benedict and Nancy Freedman
The Walls of Jericho, Paul Wellman
Dunkerley's, Howard Spring
B. F.'s Daughter, John Marquand
Out on a Limb, Louise Baker
Return to Jalna, Mazo De La Roche
So This is Peace, Bob Hope
Holdfast, Gaines, Odell and Willard Shepard
Bright Day, J. Priestley
The Dark Wood, Christine Weston
Yellow Tapers for Paris, Bruce Marshall
Lord Hornblower, C. Forester
This Side of Innocence, Taylor Caldwell
Lydia Bailey, Kenneth Roberts
The Angelic Avengers, Pierre Andrezel
Ally Betrayed, David Martin
Raffles of Singapore, Emily Hahn
The Case of the Borrowed Brunette, Erle Gardner
Pavilion of Women, Pearl Buck
Stranger Than Truth, Vera Caspary
Purgatory Street, R. McDougald
Chloe Marr, Alan a Milne
The Seven Cities of Gold, Virginia Hersch
The Sudden Guest, Christopher La Farge
Years of Wrath, David Low
A Solo in Tom-Toms, Gene Fowler
A Few Brass Tacks, Louis Bromfield
Spoonhandle, Ruth Moore
Last Chapter, Ernie Pyle

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